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ABSTRACT

This first volume of a two-volume report of a New York State consortium for career education contains the dissemination report and project performance and evaluation reports from two of seven component districts, Allegany Board of Cooperative Educational Services and East Aurora Union Free School District. (Volume 2 contains reports from the remaining five.) The dissemination report provides an audit and analysis of six objectives, including a management component, thirteen regional workshops, a series of career education teacher inservice workshops, management training programs for state department staff, communication linkages, and impact studies. The project performance reports describe the activities carried out by the component districts. (The major focus of these activities was to achieve incremental growth in services to more students and teachers, better/broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational programs, and improved articulation with postsecondary employment and educational programs.) The evaluation reports present the findings of the third-party evaluator, Policy Studies in Education (PSE). Each report discusses the objectives measured by PSE, the project director's plan for accomplishing them, and PSE's matching plan to assess project accomplishments. (The consortium activity resulted in incremental growth of career education in each district.) (BM)

ED160779

I.D. #46

Career Education Program

Project Performance Report

Volume 1

New York State

CONSORTIUM FOR CAREER EDUCATION

July 1, 1975 - June 30, 1976

Grant Number

G007502353

Submitted September 30, 1976
by the

New York State Education Department
Albany, New York 12234

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE017613

PROJECT PERFORMANCE REPORT
Career Education Program

1. Project Number

13.554

2. Grant Number

G007502353

3. Nature of Report

Final

4. Project Title

New York State Consortium for Career Education

5. Period Covered by This Report:

From: July 1, 1975
To: June 30, 1976

6. Category of Project

Incremental

7. Project Director

Dr. Gordon E. Van Hooft

8. Grantee:

New York State Education Department
Albany, New York 12234
518: 474-5897

Consortium Components and Directors

District	Director
Allegany BOCES*, Belmont	Pam Serio
East Aurora Union Free School District	Clifford B. Garrison
Erie BOCES #1	James R. Spengler
Orleans-Niagara BOCES	John E. Hogle
Rockland BOCES	Howard Harris
Rural Districts (Candor, Odessa-Montour, and Spencer-Van Etten)	Donald S. Tackley
Syracuse City School District	Donald L. Stanistreet
New York State Education Department	Gordon E. Van Hooft, Director Donn Maryott, Field Coordinator

*Board of Cooperative Educational Services

Project Participants

The participant summary indicates that over 78,000 students and 7,000 other personnel were involved in the various activities carried out in the component districts. About five out of six of the participants were identified as Caucasian/White, with the highest concentration of other ethnic groups in the Syracuse district, as was also true for the low income group. Inconsistency in the interpretation of who was "directly served" and unavailable data for certain categories resulted in a somewhat incomplete participant summary included with this report.

Major Activities - Introduction

Prior to the submission of the proposal on April 16, 1975, the above seven components were selected to make up a Consortium which would be managed by a State Education Department Career Education Management Team under the leadership of the State Coordinator and the Project Director. Six of the components had previously received funding for three years, the other for two years. A combination of urban,

suburban, and rural districts was involved that had a variety of programs which were considered to be ready for incremental growth internally and as possible demonstration models after undergoing validation.

Three major objectives were identified for the component districts. The first objective was to be accomplished within each component to achieve incremental growth in terms of: services to more students, services to more teachers (materials and staff development), better and broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational programs, and improved articulation with postsecondary employment and/or educational programs.

The activities carried out in the seven components are described in the accompanying project performance reports provided by each local director. The wide variation in the types of activities makes it difficult to summarize them except to indicate that the major focus was on the major objective of incremental growth within the component. The following examples, however, are given here to illustrate the similarities and differences among the component activities.

- Allegany BOCES - Classroom demonstration teaching by the project staff, staff development activities, maintenance of a career resource center, a variety of student activities, and diffusion of awareness and exploration activities into two other counties - Cattaraugus and Chautaqua.

- East Aurora - Continued use of the Career Motivation Process (CMP) materials within the school district by counselors and teachers to increase students' self-awareness and career awareness by helping them to identify their personal strengths, values, interests, and abilities; and conducting workshops in four of the other Consortium projects and six workshops for non-Consortium members.

- Erie BOCES #1 - The Career Education Instructional System (CEIS) materials, 52 Learning Activity Packets (LAP's) in language arts, social studies, math, and science were refined and used with a target group of 300 teachers and 15,000 students in schools in both Erie BOCES #1 and #2.

- Orleans-Niagara BOCES - A number of mini-grants were made to local school districts to promote the Child to Adult Program for Career Orientation for a target group of 4,000 teachers and 50,000 students by creating materials for infusion into the K-14 program.

- Rockland BOCES - After a sudden change of leadership the focus was placed on building administration support for making use of 46 Teacher Guides produced earlier and for the Career Internship Program which placed 8th and 11 and 12th year students with employers to observe workers in different occupations with follow-up individual and group counseling sessions.

- Rural Districts' Career Concept Focus Plan - Project personnel assisted teachers in the three schools in staff development activities, promoting the use of a variety of project-developed curriculum materials, establishing career education resource centers, and developing and using instruments for evaluating student outcomes and a staff questionnaire to determine interests, needs, and knowledges about different careers.

- Syracuse - The major thrust of this component was on the continued use of the Life Centered Curriculum Project (LCCP) materials consisting of 28 units organized by five levels and three strands (career, educational,

and self-awareness) which has supplanted the social studies K-6 curriculum and required to be taught by all 500 elementary teachers working with approximately 14,000 students. In addition, culminating experiences were provided to all sixth graders in a special career education center set up in one school, with extensive involvement of local businesses, industries and professional organizations.

- New York State Education Department - Existing staff devoted part-time to project management, field coordination, consultative service, and general facilitation of the effort. The support team involved a cross-section of Department staff, some of whom needed staff development experiences to be effective in that role.

Major Activities - Chronological Report

During the summer of 1975, soon after the grant award was received, a decision was made to set up a separate evaluation project supported by the State Advisory Council for Vocational Education. It was soon recognized that the differences among the components required developing separate evaluation plans for each, and personnel from the contract agency, Policy Studies in Education, visited all of the components. In each case, an evaluation plan was formulated that was reviewed by each local project, revised, and accepted. It became clear at that point that most of the components were not as far along in having complete programs in place as had been indicated during the selection process. As a result, the first major objective expanded beyond the concept of quantitative incremental growth to necessary qualitative objectives to ensure appropriate career education outcomes.

Each component proceeded during the year to carry out the activities that had been identified to meet their specific objectives. The Field Coordinator visited each component periodically to meet with the local project directors and to visit classrooms. The project directors also met as a group in Albany with the Management Team to review ongoing activities and to consider common concerns and problems. During the year, members of the Department Support Team visited each project to observe activities and provide consultative services. Reports were made to the Management Team indicating that measurable and continuing growth had been observed in all of the seven districts. It was also reported that business leaders, community leaders, community representatives, parents, school supervisory and administrative staff, teachers, and pupils were being involved. The extent of this involvement and the other accomplishments in achieving each district's objectives are shown in the evaluation data that accompany the reports from the seven components.

During the winter, however, there was growing evidence that the process in the five multi-district components - four Boards of Cooperative Educational Services (BOCES) and one combination of three rural districts - was not resulting in the development of complete K-12 career education programs in most of the individual school districts that made up those components. Several districts were seen as having only fragments of K-12 programs, and the incremental growth objective was leading mainly to adding to the fragments rather than to establishing complete programs. At the time when a new proposal needed to be written, the Management Team recommended that a different delivery system be set up that would consist of single-district components. Reports from the field coordinator and recommendations from the local project directors were used in selecting eight districts, each formerly a part of a Consortium component or funded in 1975-76 by a separate Office of Career Education grant.

Evaluation

The second major objective in the Operational Plan was to validate six of the components by April 1976 and to have started activities in the other component leading to validation in 1977. Steps were undertaken at the State level to develop a modified validation instrument for such use in cooperation with the local project directors. Immediately, it was evident that such a procedure over-lapped considerably both the third-party evaluation of the Consortium activity and the new validation procedures being developed by the Education Department's evaluation staff that were designed for broader use as part of the State plan for the ESEA Title IV C programs. Although local directors were able to gather necessary base-line data at the start of the project, it soon was evident that data from the Policy Studies Evaluation project would not be available until long after the April date, in fact, the evaluation report from Policy Studies did not appear until late summer because of an unfortunate delay in awarding the contract to the evaluator for phase 2 of the evaluation. It thereby became obvious that the second objective for validating the projects by April was impossible to achieve. Rather, some of the components were recommended to the Title IV C Office for possible validation at a future time using the procedures developed by that Office.

It was also recognized that the major evaluation being carried out by Policy Studies would far exceed the Evaluation Plan included in the original proposal and would, in fact, provide types of data much more relevant to the needs of the Consortium components in terms of the refined objectives, the target populations being served, and the activities carried out. The reports submitted by each of the local project directors and the evaluation reports for each project which make up the bulk of this final report provide ample evidence that there was incremental growth throughout the Consortium in the many and varied activities that were undertaken. The final evaluation reports cover some 35 of the objectives that were included in the Evaluation Plan that was submitted with the Semiannual Report in January. Some objectives not evaluated by the third-party evaluator were evaluated by the local project directors and are included in his or her Project Performance Report. It is expected that the evaluation reports will provide useful data in the subsequent validation of some of the Consortium components to permit them to become demonstration models of exemplary career education programs.

Dissemination Activities

The third major objective, as originally proposed, included a variety of dissemination activities. This objective was also modified during the course of the year as a major, separate dissemination project was funded. A contract was awarded to Rensselaer-Columbia BOCES by the Office of Occupational and Continuing Education to carry out activities beyond the scope of the original plan.

As proposed originally, the major dissemination activities carried out during the first half of the funded period were within each component and between the seven members of the Consortium. The initial meetings of the project directors did result in the sharing of ideas and materials, but there appeared to be minimal use of such materials outside the originating component.

Early in the fall, the evaluator pressed for widening the dissemination concept to include directors from other funded projects and to other projects maintained by local support. Such meetings were held, but they revealed the need for a more concentrated dissemination effort and the separate project was initiated to

carry out the prevalidation activities as proposed: sharing information, creating awareness, developing motivation, and building support. The report of the dissemination project shows that 12 awareness workshops were conducted that were attended by over 1,000 participants. In addition, 9 in-depth workshops were conducted that provided 425 teachers from areas not previously provided with such inservice programs. The report also describes the other activities carried out during the spring.

The original proposal indicated that major dissemination would take place after validation. In the absence of such validated processes, programs, or materials, this objective was not attained. It is important, however, to note that the dissemination project has been refunded for an expanded series of activities during 1976-77.

Special Activities

During the year, special attention was given by the Consortium team leadership to emphasize the need for reducing sex stereotyping. Special attention was given to this problem as materials were reviewed; one example is discussed in the Syracuse report. Local directors were provided with available materials in this area as well as for reducing ethnic or racial bias, providing for handicapped pupils, and motivating all students to make better career choices. One project, East Aurora, specifically produced a packet of materials for use in career guidance programs.

The major thrust of the Allegany BOCES component of the Consortium was to expand career education activities into Cattaragus and Chautaqua Counties, emphasizing awareness and exploration. That report indicates the extensive series of activities and the results achieved.

In addition, a number of other special activities are described in the following reports from the seven components.

Finally, steps were taken under the leadership of the State Coordinator to constitute the first Commissioner's Advisory Committee for Career Education. The nucleus for this statewide committee consisted of the Career Education subcommittee of the State Advisory Council on Vocational Education. Other members were added to the new Advisory Committee to provide representation of all groups as required as a part of a State Plan. This advisory group held its initial meeting on February 9, 1976 to assist in the planning and decision making as the State moved ahead in career education.

Changes and Problems

Several changes were made during the project period which have been described above. The State Education Department Management Team recognized early that the seven components of the Consortium were not far enough along in developing programs to be ready to serve as demonstration models. The decision to start up both the major separate evaluation and dissemination projects produced both positive and negative results as parts of the original operational plan were either supplanted by or supplemented by activities undertaken by those projects. On the positive side, the extensive evaluation effort resulted in improved activities in the components, and the dissemination project carried out activities beyond the scope of the Consortium's funding. On the negative side, there was confusion as to who was managing the total effort as the "formative" evaluation extended to the point that it was perceived as taking over the Department's management

functions. At the same time, however, it was recognized that Department staff, assigned only to the project on a part-time basis, faced their responsibilities with difficulty because of their other assigned responsibilities and the restricted time for career education that this imposed.

The above factors were all considered as the proposal for a project in 1976-77 was developed. Eight single districts were identified from within the Consortium that potentially could become model demonstration districts, each with elements of a complete K-12 program. It was evident that a full-time project director was needed to provide leadership to the local districts and to build the necessary internal support system in the Department. In addition, experience with the early stages of the evaluation activity pointed up the need for careful refinement of objectives and the activities to be carried out as the 1976-77 activity is undertaken.

In sum, the Consortium activity resulted both in incremental growth of career education in the seven components and a number of specific learnings relative to managing such a project from the State level. There appeared to be insufficient interaction among the Consortium components, however, which indicated the need for more staff time to strengthen Department management in the future. The ongoing dissemination activities and the future validation of some of the 1975-76 and 1976-77 components will contribute to fulfilling the objectives not fully realized by the termination of the Consortium on June 30 when this project year ended.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

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NEW YORK STATE EDUCATION DEPARTMENT

1975-76 CAREER EDUCATION PROJECT

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Gordon VanHooft	- Project Director
Donn Maryott	- Field Services Coordinator

Erie County BOCES #1 -- James Spengler - LEA Coordinator

Robert Zimmerman	Curriculum
John Sullivan	General
Willard Daggett	Occupational Education

Niagara-Orleans Area Vocational Center - John Hogle - LEA Coordinator

Carol Jabonaski	Occupational Education
Ann Lamkins	Elementary Curriculum
Joseph Gerdin	Guidance

Rockland County Center of Occupational Education - Laurence Aronstein LEA Coordinator

Kenneth James	Occupational Education
James McCann	Inservice
Peter Martin	Elementary Curriculum

Spencer-VanEtten Central School - Donald Tackley - LEA Coordinator

Victor Boyd	Guidance
Loretta Carney	General
Noah Gould	Occupational Curriculum

Syracuse (K-6) School District - Donald Stanistreet - LEA Coordinator

Dorothy Foley	Elementary Curriculum
Arvid Dahlstrom	Elementary Supervision
Victor Boyd	Guidance

East Aurora High School - Clifford Garrison - LEA Coordinator

Victor Boyd	Guidance
Paul Dammer	Language Skills
Robert Zimmerman	Curriculum

Allegany BOCES - Pamela Serio - LEA Coordinator

James Crabtree	Language Skills
Joseph Gerdin	Guidance
Leroy Negus	General
Lawrence Coulter	Human-Arts

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DIVISION	NAME	TITLE	PHONE NUMBER
DIVISION OF GENERAL EDUCATION			
Education for the Gifted	Roger W. Ming	Supervisor, Education for the Gifted	474-4974
Mathematics Education	John Sullivan	Associate, Mathematics Education	474-5941
Safety Education Unit	Donn Maryott	Associate, Safety Education	474-5089
Science Education	John Favitta	Associate, Science Education	474-7746
Social Studies Education	John Dority	Associate, Social Studies Education	474-5944
DIVISION OF LANGUAGE SKILLS			
Bilingual Education	Dave Lapone	Associate, Bilingual Education	474-8076
English Education	James Crabtree	Associate, English Education	474-5918
Foreign Languages Education	Paul Dammer	Chief, Foreign Languages Education	474-5927
Reading Education	Fran Morris	Associate, Reading Education	474-5029
DIVISION OF CURRICULUM DEVELOPMENT			
Continuing Curriculum	Noah Gould	Associate, Continuing Curriculum	474-7296
Elementary Curriculum	Dorothy Foley	Associate, Elementary Curriculum	474-5893
Secondary Curriculum	Robert Zimmerman	Associate, Secondary Curriculum	474-8224
DIVISION OF SCHOOL SUPERVISION			
Elementary School Supervision	Arvid Dahlstrom	Chief, Elementary School Supervision	474-5910
Secondary School Supervision	Albert Merz	Chief, Secondary School Supervision	474-5925
DIVISION OF HUMANITIES, ARTS AND LIBRARIES			
Art Education	Andrew Mills	Associate, Art Education	474-5932
Humanities and Performing Arts	Lawrence Coulter	Associate, Humanities and Performing Arts	474-8280
Music Education	Theodore Tellstrom	Associate, Music Education	474-8473
School Libraries	William Hayes	Associate, Defense Education Aid	474-2468
DIVISION OF PHYSICAL EDUCATION AND RECREATION			
Physical Education & Recreation	Joanne Sculli	Associate, Physical Education	474-5820
OFFICE OF OPTIONAL EDUCATIONAL PROGRAMS	Robert King	Coordinator, Optional Educational Programs	474-1280

DIVISION	NAME	TITLE	PHONE NUMBER
VISION OF OCCUPATIONAL EDUCATION INSTRUCTION			
Agricultural Education	E. Kenneth James	Associate, Agricultural Education	474-3947
Business Education	Willard Daggett	Associate, Business Education	474-4802
Home Economics Education	Carol Jabonaski	Associate, Home Economics Education	474-3954
VISION OF PUPIL PERSONNEL SERVICES			
Guidance	Joseph Gerdin	Associate, Guidance	474-6943
	E. Victor Boyd	Associate, Guidance	474-6943
	Robert MacMullen	Associate, Guidance	474-6943
VISION OF TEACHER EDUCATION AND CERTIFICATION			
Inservice Education	James McCann	Associate, Inservice Education	474-5705

Note: Incomplete data from some components result in differences in the totals in column (6) from the sum of columns (1) through (5) and in the sum of columns (10) and (11).

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	706	38	5,341	31,768	286	40,639	533	254	5,563	18,568	19,731
MIDDLE/JUNIOR HIGH (7-9)	524	4	770	17,394	102	19,861	552	134	1,360	8,484	9,970
SENIOR HIGH (10-12)	508	1	761	15,340	100	17,704	507	121	1,132	7,536	9,034
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	1,738	43	6,872	64,502	488	78,204	1,592	509	8,055	34,588	38,735
EDUCATIONAL PERSONNEL											
TEACHERS	16	3	147	4,134	8	4,524				1,697	2,051
COUNSELORS	1	0	8	403	7	419				111	55
ADMINISTRATORS	0	0	7	358	0	376				201	95
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	7	0	14	680	1	837					
PARENTS	7	0	12	719	4	866					
OTHER (specify) Board Members	7	0	0	7	0	7					
TOTAL	1,776	46	7,060	70,803	508	85,233					

OE FORM 467, 2/76

DISSEMINATION REPORT

A separate project that related to and complemented the Consortium activities

NEW YORK STATE

CAREER EDUCATION

DISSEMINATION PROJECT

1975 - 1976

Project No. VEA 76-8d-673

Final Report

Rensselaer-Columbia BOCES
1550 Schuurman Road
Castleton, NY 12033
Phone (518) 477-8771

Project Director:

Samuel W. Corsi, Jr.

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APPENDICES

A 1976-76 Project Proposal

B (1) Project Brochure

(2) A list of one-day workshop sites, keynote speakers, program presenters and participant numbers

C (1) A memo to OEP Representatives regarding workshop responsibilities

(2) A memo to OEP Representatives regarding workshop registration directions

(3) Sample registration form

(4) A letter to Dr. King, Director of OEP

D A model of the one-day awareness workshop formats

E Summary of one-day workshop evaluation forms

F (1) Follow-up survey form to the one-day workshops

(2) Results of the follow-up survey

G One-day workshop follow-up mailing

H Profile of New York State Consortium for Career Education

I 1975-76 Education Department support staff personnel

J (1) Support staff facilitator sign-up sheet

(2) Memo to one-day workshop facilitators

(3) A facilitator direction sheet

K (1) Cover letter for indepth workshop forms

(2) Indepth workshop proposal application form

(3) Guidelines for completing application form

L Career Education Indepth Workshop Agreement

M (1) Indepth workshop sites and dates

(2) An example of an indepth workshop format

N (1) Memo to support team regarding staff development

(2) List of support team assignments

O Copy of a memo regarding staff development

P List of those identified through "circle" concept to promote communication

Q Cover letter on "scan" survey form

R Results of New York State Career Education Scan Survey

S Career Education Dissemination Project Proposal, 1976-77

INTRODUCTION

This document constitutes a program audit and progress report of the Career Education Dissemination Project, 1975-76.

Acting as an LEA for the State Education Department, the Rensselaer-Columbia BOCES was directed to coordinate the collection and dissemination of information about Career Education, with particular focus on programs developed by state funded projects. Since 1971, when Career Education was designated a nationwide priority by the U.S. Office of Education, the New York State Education Department has stimulated, through a variety of Grants, the development of model Career Education programs throughout the state. Originally, some twenty-four districts received Grants. This past year seven districts, forming a Career Education Consortiuum, received Grants. Beginning early in 1975, there were successful programs, materials and methods identified which could be helpful to other districts. The Career Education Dissemination Project was therefore funded to begin the statewide process of creating awareness, sharing programs and stimulating interests in the development of Career Education Programs.

The project proposal (Appendix A) contained five goals:

1) To create an awareness on the part of educators that Career Education is a statewide priority.

2) To share the materials and processes developed by the original VEA funded projects in Career Education.

3) To provide and begin the dissemination of other useful Career Education information, materials and programs.

4) To provide some in-depth training in Career Education.

5) To stimulate the inclusion of Career Education concepts and programs in the ongoing school curriculum.

The Career Education Dissemination Project attempted to meet these goals through six objectives, which are audited in the following pages.

It is the contention of the Project Director that these objectives have, for the most part, been met. The following report supports and documents this contention.

BACKGROUND

The Career Education Dissemination Project was developed as a response to the New York State consortium for Career Education Project (State Clearing House #57600021) which identified a "need for help in dissemination of information to others as the programs are expanding and for well-packaged dissemination materials and effective processes for models have been validated." During the last week of September, 1975, a proposal was developed by the Project Director in association with a Committee from the State Education Department. The project was then submitted to Dr. William Bitner, Associate Commissioner for Instruction, for his approval and then to the Division of Occupational Education for funding.

The Project Director wishes to indicate that subsequent to funding approval, approximately one month was spent setting up an office and making contact with people involved in Career Education, both within the department and around the State, who later served as the nucleous for the dissemination project's workshops.

ANALYSIS OF OBJECTIVES

The following is an audit and analysis of the Career Education Dissemination Project's Objectives, 1975-76.

Objective I:

To establish a management component to plan and manage the dissemination program on a statewide basis.

Activities for Implementation:

1) Develop final draft of Career Education Dissemination Project proposal.

2) Select agency(ies) to contract for work, such as the Albany BOCES.

3) Draw up and let contract.

4) Designate SED liaison and establish working procedures with funded agency for planning, decision making, and implementation.

Upon the completion of the Career Education Dissemination Project Proposal, the Rensselaer-Columbia BOCES was selected, through the Office of the Associate Commissioner for Instruction, to act as the LEA for the project. After the LEA was officially notified that the project had been funded, a director, Samuel W. Corsi, Jr., and a secretary, Mrs. Yvonne Sweet, were hired.

At the State level a supervisor, Mr. William Wakefield, was appointed to monitor the project budget.

Also, through a series of meetings, a working relationship was established with the Office of the Assistant Commissioner for Instruction and Curricular Services, Dr. Vivienne Anderson, the State Coordinator for Career Education, Donn Maryott, Field Service Coordinator for Career Education, the State Education Department's Career Education Management Team and the State Education Department's Career Education Support Team.

The success of this year's project has been due in part to the interest and effort of all of the above together with the Project Directors of the New York State Career Education Consortium, 1975-76. The Project Director wishes to thank one and all and to express his gratitude for their cooperation and support.

Objective II:

To plan and conduct thirteen (13) regional workshops to stimulate interest and provide information to school districts about:

a) Planning for Career Education on a school-wide basis, including the work of the consortium projects.

b) Examples of successful classroom practices infusing Career Education.

c) Community involvement.

d) Management techniques.

Activities for Implementation:

1) Initiate workshop planning

A) Identify and contact District Superintendents and Optional Education Program representatives to establish regional and large city contacts for planning and presenting workshops.

B) Develop Career Education Workshop Model for the 13 regional workshops based on the following format:

a) Introduction and statement of state commitment by a State Education Department officer - director or above.

b) Blocks of program time providing options for participants. Although the content of the workshops may vary according to needs, readiness, and experience, the topics would be the same as outlined in Objective II.

Activities for Implementation (Continued)

c) Set dates for workshops.

d) Develop resource and consultant lists and make contacts according to workshop needs.

e) Choose and secure workshop site(s), preferably initially funded VEA project sites or suitable alternative sites.

f) Contact schools in each region inviting them to send a team including the chief school officer or an administrator with district-wide responsibility, a building administrator and representative classroom teachers.

2) Conduct workshops

3) Gather feedback, evaluate, and review workshops.

4) Develop communication network for follow-up purposes among:

A) Consortium districts

B) Federally funded project districts

C) Locally funded project districts

D) Districts interested in Career Education

WORKSHOP LOGISTICS

Twelve (12) one-day Career Education Awareness Workshops were conducted between January 15 and May 25, 1975. The workshop dates, sites, keynote speakers, program presenters, and participant numbers are contained in Appendix B.

The locations and dates of the workshops were selected in cooperation with the members of the State Education Department's Optional Education Program (OEP). Logistics and registration for each of the workshops, except the first held in Albany and the Career Education Mini-Conference, were handled by the Optional Education representatives in each specific area.

The details of the first conference and the mini-conference were handled by the Project Director to ensure his awareness and familiarity with all problems and aspects of conducting the workshops. This experience proved very helpful in later workshops as the Director worked out problems with the OEP representative. Copies of important correspondence with Dr. King, the Director of OEP, and the representatives of that organization regarding the setting up of the workshops are contained in Appendix C.

The project was pleased to be asked to conduct a Career Education mini-conference as part of the Statewide Arts and Humanities conference held at the Concord on May 31, April 1 & 2, 1976. Due to the fact that this conference was twice as large as the largest of the other shops, only twelve workshops were conducted instead of the originally planned thirteen.

PROGRAM

As with any developing model, the workshop program underwent change and modification as the shop progressed. Three different program arrangements were tried before one was accepted for the remainder of the workshop. A copy of that program model is contained in Appendix D.

EVALUATION

Formative

As indicated in the preceded program section, the content of each workshop was constantly updated through feedback and experience. As the program format developed and was tested, changes were made which included:

1) More specific guidelines for the keynote speaker in order to tie his/her remarks to the rest of the workshop.

2) The development of a more "formalized" message from the State Education Department so that the content remained the same no matter who gave the message. (There were actually three different members of the State Education Department who delivered the message about Career Education: Mr. Donn Maryott, Ms. Ann Lankins and Dr. Vivienne Anderson.)

3) The exclusion of certain "valuing" exercises which proved too time consuming.

4) The development of a "filler" exercise, approximately five to ten minutes long, which was utilized whenever some piece of the program finished early.

5) The modification of:

a. the feedback form (This change was based on the fact that the original was too long. Participants only answered certain parts and so those sections became the total form.)

b. the discussion form (The early form was based on a review of "problems to implementation" and ways to overcome them. It also relied on trained facilitators to aid the discussion and was held early in the workshop program. It was later moved to the end of the program to allow the participants more information on which to base their discussions. The focus was also changed to include a review of what the participants had heard and seen during the day and a discussion of how they could proceed. A time frame and more specific instruction were also included to allow for those times when a facilitator was unavailable and the group had to proceed on their own.)

c. the program presentation periods were adjusted to give the participants a choice of, usually, two out of four sessions instead of locking them into four very short sessions.

The feedback device for each workshop provided an instant barometer of our success. Generally, the workshops were very well received. A summary of evaluation remarks taken from the feedback forms is included in Appendix E.

Summative Evaluation

In June, 1976, a Career Education Follow-up Survey was sent to 800 of the people who had participated in the one-day Career Education Workshops. The survey and the results are included in Appendix F. It was very gratifying to the Project Director to note not only the tremendous impact that the workshops had on the participants, but also the multiplication affect that occurred. Generally, for every participant attending the workshop, eight other people in the back home situation received information about what occurred at the workshop. Also, as indicated on the survey results, a great number of participants were moved to take some action in their back home situation due to their participation in the workshops. Overall, the workshops have to be termed successful.

ONE-DAY WORSHOP FOLLOW-UP MAILING TO BUILD SUPPORT AND ENTHUSIASM AND TO PROMOTE FFECTIVE ONGOING COMMUNICATION

Following each of the one-day workshops, each participant received a follow-up mailing from the project director. The purpose of this mailing was threefold: 1) To formally thank the participants for thier involvement and to encourage their continued interest and development in the area of Career Education. 2) To send the participants items of interest which may have been discussed at the workshop but which were not available. These ranged from statements of support by the U.S. Chamber of Commerce to application forms for various commercially prepared material. Frequently, summaries of the keynote speeches were also included. 3) A list of names and addresses of all those attending the workshops. This was especially useful as various people met other participants whom they wanted to correspond with or work with, and this afforded them the opportunity to secure all of the names and addresses for later communication. I might also indicate that a good number of the program presenters and keynote speakers have been working at the local district level in the capacity of consultants as the result of presentations made at the one-day workshops.

An example of this follow-up mailing may be found in Appendix G.

UTILIZATION OF STATE'S SUPPORT TEAM MEMBERS

On January 8, 1976 a meeting of the New York State Consortium (Appendix H) and State Education Department Support Team (Appendix I) was held at the Round Towner Motel in Albany, New York. As a part of that meeting the Project Director presented a description of the one-day Awareness Workshop format and asked for the participation of the State Education Department Support Team in planning and conducting those workshops. Specifically, each support team member was asked to volunteer to attend a certain number of the workshops and to act in the capacity of facilitator. Sign-up forms and facilitator direction sheets utilized for that project are contained in Appendex J. The Project Director wishes to commend the support team for their enthusiasm and participation and to note that 90% of the support team members attended at least one of the workshops with a good number of them attending more than one workshop.

Objective III

To plan for and help implement a series of ongoing indepth Career Education workshops in selected BOCES and large cities to develop teacher motivation and strategies for infusing Career Education into the curriculum in their individual districts.

Activities for Implementation:

1) Develop State Education Department guidelines for indepth BOCES workshop proposals providing for:

   a. purpose of workshops
   b. participant teams
   c. minimum length
   d. administration, instructor, consultant selection
   e. content outline
   f. participant output
   g. evaluation and follow-up
   h. materials

   Though workshops may vary, each should include content dealing with:

   a. attitudes
   b. planning
   c. staff involvement

Activities for Implementation (Continued)

d. community involvement

e. inservice process

f. curriculum revision

g. role of pupil personnel services

h. public relations - media

i. successful classroom practices

j. student assessment and evaluation

k. business, industry and professions both within the community and beyond

2) Invite statewide BOCES and large cities to submit proposals for Career Education Inservice Workshops.

3) Select proposals for funding

4) Help plan and implement workshops

5) Conduct evaluation and follow-up

It was the intent of the original proposal that six indepth workshops be funded and conducted throughout New York State to allow teachers having little or no formal experience with Career Education the opportunity of experiencing inservice training. The purpose was to effect at the classroom level the infusion of Career Education concepts into the ongoing curriculum. The delivery system utilized in the development and conducting of these workshops is described in the following steps:

a) A cover letter, application form and proposal guidelines (Appendix K) were developed to secure funding and program proposals to conduct indepth workshops. Specific goals and objectives were outlined, and applicants were invited to submit proposals for the carrying out of these goals and objectives. The forms were sent out to all statewide BOCES and large city school districts. Some fifteen proposals were forthcoming.

These proposals were then screened according to how closely they followed the guidelines, the training format, the distribution of funding requested, the population served, and the availability of funds and resources at the project level.

It was possible, because of the funding distribution, to finance nine indepth workshops. The workshops were then conducted during the months of April, May, and June, 1976. The project director personally visited eight of the nine workshops to verify that the conditions of the funding agreement were being met. One project site visited just prior to the workshop was not revisited. Upon

(Continued)

completion of each of the workshops, according to a letter of agreement (Appendix L), the necessary financial information together with the requested evaluation material was submitted to the Career Education Dissemination Project for review and payment. A complete listing of the workshop sites and dates and an example of a workshop format can be found in Appendix M.

It is the opinion of the project director that in most cases these projects served a very useful purpose. They have resulted in inservice training for selected teachers, the production of infused Career Education Units, and hopefully the beginning of Career Education in the teacher's classrooms.

Because the workshops were completed toward the end of the school year, the project has not conducted a follow-up survey as was done for the one-day workshops. It is the intent of the Project Director to do a follow-up impact survey in the Fall of 1976, after the participants will have had an opportunity to utilize their learnings and units in their classrooms.

Objective IV:

To plan and conduct an ongoing in-depth training program for selected SED staff to facilitate their roles as managers and resource agents.

Activities for Implementation:

1) Develop series of workshops for SED

2) Choose site (no cost involved)

3) Select participants (support team and other involved SED staff)

Objective IV

The planning of a staff development program for State Education Department personnel has been undertaken this year in cooperation with Dr. Vivienne Anderson, the Assistant Commissioner for Instruction and Curricular Services. Activities were designed to develop an awareness on the part of the support team (Appendix N) and other department staff about the concepts of Career Education. The emphasis was placed on including State Education Department people in activities which would not only provide them with Career Education information but also help focus their role in curriculum writing and as statewide leaders in education. Basically, four activities occurred during the past year with respect to the Education Department staff development program:

1) An initial meeting was held at the Education Department on November 24, 1975 to allow the Project Director to introduce himself and to talk about the role of the Career Education support team in the activities of the project during 1975-76. At this same meeting the department personnel were also introduced to Mr. Steve Levine and Dr. Diane Gess, who reviewed some commercially prepared material.

2) On December 15, 1975 Ms. Gayle Paescuma met with the support team and other department personnel to review the state of Career Education throughout the nation. Ms. Paescuma has travelled widely in the preparation of a research paper on Career Education and gave a detailed description of what is happening in Career Education around the nation.

Objective IV (Continued)

3) On February 19, 1976 Dr. Kenneth Hoyt, the Director of the U.S. Office of Career Education met at the department with Bureau Chiefs, Directors, and support team personnel to discuss the conceptual basis of Career Education (Appendix O).

4) Support team personnel were included as participants and facilitators in the Dissemination Project's one-day workshops. Through this experience they came into contact with practitioners from all over New York State and with a variety of Career Education ideas and programs.

During the month of June a committee, including the Project Director, members of the support team, and the Field Service Coordinators for Career Education met to develop a staff training program for 1976-77. A needs assessment questionnaire was distributed to all support team personnel and a staff development plan for next year was developed based on the responses to this questionnaire. The recommendations of the committee were then submitted to Dr. Anderson and, presumably, incorporated into the State Plan for Career Education for 1976-77.

The Project Director wishes to note that firm working relationships have been developed between himself and members of the support team. However, even though activities occurred in the area of staff development, no systematic training program was successfully completed. The work done, mostly in the area of Career Education Awareness, was successful to the extent that staff members were involved in Career Education Workshops and Seminars and now have an information base about the concept. Also,

in some areas of curriculum development, such as science, Career Education concepts are starting to be infused into the State level ongoing curriculum development process. However, this is the exception and not the rule. Much of the staff development problem lies in the inability of National Career Educators to adequately define what Career Education is. This stumbling block, while it provided a focus for a great deal of discussion, continues to thwart the growth of a good many staff members who were unable to accept the nebulousness of the concept. This was also due in part to the fact that the State did not have a conceptual model which it could present to its people as a model.

Due partially to the work of the Dissemination Project, the State plan for 1976-77 includes the development of not only a working model but also of a five year plan for Career Education. It is expected that the project's recommendation for staff development in terms of the committee report that was submitted to Dr. Anderson will form a basis, within that plan, for staff development activities.

Objective V:

To develop communication linkages among school districts in the state to provide for ongoing dissemination and communication as well as a mechanism for feedback, support and follow-up.

At the center of the communication structure would be the Consortium districts who would relate to three other school groupings:

a) districts having federally funded Career Education Projects;

b) districts with locally funded Career Education Projects including those formerly receiving federal funds;

c) other districts interested in Career Education.

The school districts within each grouping could then relate to each other as well as to districts in another grouping or the Consortium schools in order to form a statewide network for communication.

Activities for Implementation:

1) Identify:

a) Consortium

b) Federally funded project districts

c) Locally funded project districts

d) Districts interested in Career Education

Objective V (Continued)

2) Develop communication contacts between Consortium and the districts in the other three groupings.

3) At the regional workshops stimulate and begin the development of ongoing training and information sharing between SED and the four groups of districts named above, through a communication newsletter, etc., with an initial focus on sharing and replicating those consortium projects which have been validated.

Objective V

In attempting to develop communication linkages between and among school districts throughout New York State for the purpose of aiding and stimulating the development of Career Education Programs, it first was necessary to identify statewide resources. A list was compiled including members of the New York State Consortium for 1975-76, districts having direct federal funding, and those districts which have previously received either state or federal funding. (Appendix P) A communication was then sent from Dr. Anderson's office to each of these projects to introduce the Career Education Dissemination Project and its Director. Subsequently, a meeting was held on December 2 in Syracuse, New York with the Consortium Directors and the directors of projects having direct federal funding to begin the sharing of information and to develop further plans for communication. Districts which previously had federal funding or those known districts funded locally were contacted by telephone to stimulate and encourage communication with the project office.

Districts interested in developing Career Education Programs were identified from the New York State Career Education Scan Form described previously in this document or through direct communication with the project office. Over the course of the year's activity, the project has responded to over 125 direct requests for information, names of model districts and program material.

Perhaps the most successful sharing of information took place at the one-day Awareness Workshops. As a part of the program of these workshops,

Objective V (Continued)

successful practitioners were invited to share their expertise with the participants. Twenty-four such programs were explained, some many times, in the course of the twelve workshops. Also, as has previously been indicated, in the follow-up mailings for these workshops participants were given the names and addresses of all in attendance. This has resulted in the growth of the communication network within particular regions.

For the most part, program information and practitioner expertise has been shared in response to the needs of either the workshop participants or direct inquiries. The validation process, undertaken by the State Education Department prior to the replication of projects, has not at this time been completed and so was not included in the sharing process.

The Project Director has also been involved with the New York State Coordinator for Career Education in helping plan and coordinate New York State's participation in the Commissioner's Bicentennial Conference on Career Education to be held in Houston, November 7-10. As part of his duties, the Project Director has had the responsibility for contacting all of the Projects throughout the State which could be nominated as program presentors for the Houston Conference. This activity allowed for still another level of communication throughout New York State.

While the sharing process has begun, the continued need for a communication process or mechanism to put people in need in touch with other programs or practitioners, is evident. The Career Education Dissemination Project

Objective V (Continued)

has submitted a proposal which would allow it to continue to act as a communication and program sharing mechanism as well as to develop a statewide newsletter for the sharing of Career Education ideas and information.

Objective VI:

To describe the impact of activities addressed in Objectives 1-5 on the awareness and utilization of Career Education concepts in participating school districts.

Activities for Implementation:

1. Design evaluation plan to include:
   a) Workshop evaluation
   b) Follow-up survey
   c) Onsite exploration of preliminary survey findings
2. Identify staff to implement evaluation plan
3. Design necessary instrumentation
4. Collect necessary data, analyze and interpret
5. Prepare final report to state

Statement of Overall Project Evaluation Intent

It is the intent that each part of the Career Education Dissemination Project will be evaluated.

- The objectives and activities, as outlined in the project proposal, will be monitored to insure completion.

Objective VI (Continued)

- Individual workshops will be reviewed with respect to project goals and stated participant needs. Evaluation sheets will be utilized as well as follow-up conversation with participants and local contact people.

- Further follow-up by letter, phone and visit will be conducted in selected participating districts to gage workshop impact.

- A final report will be compiled to include not only the work and impact of the project but also a review of the project's management and processes.

- BOCES research and evaluation staff, BOCES Curriculum and Staff Development Director, as well as SED personnel, will assist project management with the evaluation.

Objective VI

As described in each of the preceding sections, instruments for evaluation and feedback were designed where needed and changes or modifications of various parts of the project were made according to the information received. The audit and evaluation of project activities has been a most pragmatic process. Changes or modifications which could be accomplished, given the time and ability of the director, were made.

An interpretation of the various kinds of feedback including the one-day workshop evaluation sheet, the reports of the indepth workshop coordinators, the follow-up impact survey to participants of the one-day workshop, personal remarks made by members of the Commissioner's Advisory Council on Career Education to the director, remarks to the director from the Associate Commissioner for Instruction and the State Coordinator for Career Education, letters received from Career Education participants, and evidence of a smooth running - well managed project all point to the success of this year's activities. I say this knowing full well that there are things we should have done that were not accomplished, and things that we did do which should have been done differently. However, overall I think we have been successful in raising the consciousness of educators throughout New York State about Career Education.

CAREER EDUCATION SCAN IN NEW YORK STATE

In December of 1975 the Career Education Dissemination Project, in cooperation with the State Education Department, conducted a survey of all school districts in New York State to ascertain the scope and support of Career Education Programs currently in operation. The form utilized (Appendix Q) allowed us not only to collect information about Career Education Programs operating and their funding source, but also gave us specific names of people in local districts responsible for Career Education Programs together with a list of those districts having no programs. A complete chart of the results of the Career Education Scan Survey can be found in Appendix R. Of the 746 forms sent out, 553 districts responded. Of the respondees, 274 reported some type of Career Education program, while 279 indicated no program presently in operation.

It is the intent of the Career Education Dissemination Project to do a follow-up survey at the end of the 1976-77 project period to ascertain if there has been any increase in the number of programs and what the relationship might be between that increase and the work of the Dissemination Project. Also, the information on the Scan Form will be utilized by the project's staff in developing resource lists and in providing the names of contact people within local districts.

CAREER EDUCATION DISSEMINATION PROJECT DIRECTOR'S ACTIVITIES, 1975-76

During the course of the project year the Director has conceptualized, planned, organized and conducted the twelve one-day Career Education Awareness workshops and has helped plan and monitor the nine in-depth workshops. He has also initiated, through various procedures already described, a statewide communications network. Through this process a practitioner's resource file has been compiled, descriptions of programs from throughout the State have been listed together with some of their materials, and staff development at the State level has been initiated. The Project Director has also cooperated with Dr. Vivienne Anderson, the New York State Coordinator for Career Education, on various other related projects. Other activities have included:

- Formed a program planning advisory board for the Houston Conference and coordinated the State activity in preparation for that event.
- Participated in the development of the New York State Plan for Career Education for 1976-77.
- Cooperated with Policy Studies in Education of New York City, the evaluation agency for the New York State Consortium Projects.
- Participated as a member of the New York State Management Team for Career Education.
- Addressed the New York State Vocational Education Advisory Council, the New York State Commissioner's Career Education Advisory Board, and the Board of Regents about Career Education.

(Continued)

- Traveled throughout New York State investigating new program, meeting with practitioners and speaking to school groups.
- Cooperated with the local LEA, the Rensselaer-Columbia BOCES, on internal activities relating to Career Education.
- Acted as a consultant to Madison North Advertising Agency on a brochure being prepared for the New York State Education Department about Career Education.

PLANS FOR THE FUTURE

As a direct outgrowth of this year's project activities, a continuation project proposal has been submitted to the State Division of Occupational Education for funding purposes. While this year's activities focused on awareness activities, next year's proposal focuses on implementation activities. This focus is "how to" rather than "what is it."

There is also an attempt within the proposal to help unify Career Education activities on a statewide basis through the Brokerage House concept and the publishing of the Career Education Newsletter. A copy of next year's proposal can be found in Appendix S.

Program Performance Report

Allegany BOCES

PROJECT PERFORMANCE REPORTS

1. Project Number	2. Grant Number	3. Nature of Report
13:554	60551	Semi Annual X Final

4. Project Title

New York State Consortium for Career Education

5. Period Covered By This Report

From (Mo. Day, Yr.) To (Mo. Day, Yr.)
July 1, 1975 June 30, 1976

6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11)

X Incremental _Settings _Populations XTraining _Communication _St. Plan

7. Name of Project Coordinator -- Pam Serio

8. Name and Address of Grantee/Assistance Contractor Institution

Allegany County BOCES
6 South Street
Belmont, New York 14813

Telephone
Area Code Number
716 268-7693

Section 9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CATTARAUGUS COUNTY
1975 - 1976

OBJECTIVES	ACTIVITIES	EVALUATION OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
# 1 Administrators 25 Administrators will respond favorably to the monthly Career Education Newsletter, and 10 Administrators will plan to include Career Education in their proposed 1976-77 activities.	Distribution of Career Education Tri-County Newsletter to Administrators. Attempt to generate sufficient interest among 10 Administrators in Career Education for them to include it in their proposed 1976-77 school activities. Dissemination of 5 Newsletters to 25 Administrators. Edition #1 Sept. 1975 Edition #2 Dec. 1975 Edition #3 Jan. 1976 Edition #4 Feb. 1976 Edition #5 April-May 76	Telephone interview by Policy Studies in Education. Completed June , 1976. (See Evaluation)	38 Administrators response to Newsletter. 10 Administrators response to Career Education Plans.

Section #9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CATTARAUGUS COUNTY
1975 - 1976

OBJECTIVES	ACTIVITIES	EVALUATION OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
# 1-a Career Education Regional Assistants will contact Administrators and Guidance Personnel in all 13 County School Districts. For the purpose of: 1. Identifying any locally developed Career Education activities. 2. To inform them of Career Education Services offered by Regional Assistant.	Administrators and Guidance Personnel from 13 school districts were contacted and informed of Career Education Services by the Regional Assistants.	<u>Objective has been met.</u> Career Education Regional Assistant's records of school personnel contacts. (through these initial contacts, 12 teaching demonstrations were planned.)	28 Administrators 24 Counselors

Section #9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CATTARAUGUS COUNTY
1975 - 1976

OBJECTIVES	ACTIVITIES	EVALUATION OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
#2 Teachers		Objective has been met.	
1 field trip and resource person card file will be provided by the Career Education Office to 15 Schools in Cattaraugus County.	16 Resource Card files have been located in the County's schools. There is one file in each separate school district and 2 in the three larger districts. At least 250 of the County's major and local employers have been recruited for resource persons and field trips. A "keeper of the file" has been appointed for each school district by the Chief School Officers. The "keeper" will see to all additions and deletion of the file. Card files have also been placed in each of the counties' 2 Vocational Centers. Director of Vocational Guide are the "keeper of the files".	Distribution records of the Career Education Office show a card file in each of 13 school districts with Olean, Pioneer and Salamanca receiving two each. 16 "keeper of the file" have been identified. Itemization under Dissemination Activities.	Approximately 1,124 faculty members.

Section #9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CATTARAUGUS COUNTY
1975 - 1976

OBJECTIVES	ACTIVITIES	EVALUATION OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
# 3 Teachers		Objective has been met	
9 schools will request one teaching demonstration unit or information program from the project staff.	10 separate school districts have requested a total of 12 teaching demonstrations of Career Education.	12 teaching demonstration units were performed as follows: Grade — # of districts performed 6 — 1 7 — 1 8 — 7 10 — 1 12 — 2	19 Teachers 12 Guidance Counselors
	8 separate school districts have requested 13 Career Education Awareness Programs for teachers for scheduled faculty meeting and superintendent's conference.	13 Career Education Awareness Programs were given to teachers in 8 separate school districts. Presentation documentation is given in Dessemination section.	Approximately 246 teachers.
	24 teachers requested individual information and assistance in infusing Career Education into their curriculum.	24 teachers were given information and assistance in infusing Career Education. A list of meetings has been compiled by the Career Education Regional Assistants.	24 teachers

Section #9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CATTARAUGUS COUNTY
1975 - 1976

OBJECTIVES	ACTIVITIES	EVALUATION OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
# 4 Students After demonstration teaching units 30% of these students involved well evaluate the experience favorably.	Performance of 12 teaching demonstration units and evaluation of units.	Objective has been met. Summary of student evaluations of teaching demonstration units in section #11 (evaluation) 69% of 401 students evaluated indicated they would like more lessons about careers and career choices. 88% of 400 students indicated they were better prepared to think about possible career choices than before the teaching demonstration.	1,317 Students

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY Cattaraugus County

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, AMERICAN INDIAN OR ALASKAN NATIVE (x) (1) 1.6%	ASIAN OR PACIFIC ISLANDER (x) (2) .1%	BLACK/ NEGRO (x) (3) .6%	CAUCASIAN/ WHITE (x) (4) 7.6%	HISPANIC other (x) (5) .1%
STUDENTS					
ELEMENTARY (K-6)	2	0	1	133	0
MIDDLE/JUNIOR HIGH (7-9)	16	1	6	991	1
SENIOR HIGH (10-12)	3	0	1	187	0
2-YEAR COLLEGE	0	0	0	0	0
4-YEAR COLLEGE	0	0	0	0	0
ADULTS (non-matriculated) (*)	0	0	0	0	0
SUB-TOTAL	21	1	8	1311	1
EDUCATIONAL PERSONNEL					
TEACHERS	4	0	2	256	0
COUNSELORS	0	0	0	23	0
ADMINISTRATORS	0	0	0	28	0
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY (*)	3	0	1	155	0
PARENTS (*) of 8th grade students	1	0	0	68	0
OTHER (specify) (*) Board Members - 7	0	0	0	7	0
TOTAL	30	2	11	1,850	2

OE FORM 497, 2/76

(x) Figures given in 1970 US Census Percentages for Total County Population. T = 81,666 persons (1970) in Cattaraugus County.
\+ Figures not Available
(*) See explanation under "Special Activities Section".
** 21% of all families in Cattaraugus County have total incomes of $4999. a year or below (1969 US Census Figures).

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

and Low Income)	OF THE TOTAL (column (6) NUMBER WHO ARE			OF THE TOTAL (column (6) NUMBER WHO ARE	
TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME ** (9)	MALE (10)	FEMALE (11)
136	0	+	29	68	68
1,015	23	+	213	507	507
192	0	+	40	96	96
0	0	+	0	0	0
0	0	+	0	0	0
0	0	+	0	0	0
1,343	0	+	282	671	671
262				131	131
24				12	12
29				14	14
160					
70					
7					
1,895					

EVALUATION
CAREER EDUCATION IN CATTARAGUS COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTAC LE
Objective #1 25 Administrators will respond favorably to the monthly Career Education Newsletter and 10 Administrators will plan to included Career Education in their Proposed 1976-1977 activities.	Post Measurement.	Policy Studies in Education was asked to administer a telephone interview survey of 25 Cattaraugus County Administrators.	Telephone Interview	The results of this survey are available from Policy Studies in Education.	
Objective #2 One field trip and resource person card file will be provided by the Career Education Office to 15 schools in Cattaraugus County.	Post Measurement.	After a resource card file had been created and duplicated, its placement in the school districts of Cattaraugus County was effected.	Career Education Regional Assistant's Distribution Records.	A resource card file was placed in each of the following schools. Also included is the name of the person who will operate as the "keeper of the file". 18 files and 16 "keepers of the file" were established. Two additional files were placed in each counties' Vocational Centers. The keeper of these files are the two occupation center guidance counselors.	

EVALUATION
CAREER EDUCATION IN CATTARAGUS COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTAC LET

Objective #2 (Cont.)

One field trip and resource person card file will be provided by the Career Education Office to 15 schools in Cattaraugus County.

Keepers of the Files

1. Mrs. Rose Di Sorbo, Counselor, Allegany Central School
2. Mr. Will Rogers, Social Studies, Cattaraugus Central School
3. Mr. Edward Ahrens, High School Principal, Ellicottville Central School
4. Mr. Michael Gasz, Counselor, Franklinville Central School
5. Mr. George Songer, Counselor, Limestone Central School
6. Miss Betty Pappas, Vice Principal and Counselor, Hinsdale Central School
7. Mr. Rod Lounsbury, Counselor, Little Valley Central School
8. Mr. Edward Kustra, Counselor, Olean High School
9. Mr. Paul Venable, Prinicipal, Olean Jr. High School
10. Mr. Charles Bretzin, Librarian, Portville Central School
11. Mr. Donald Wishart, Counselor, Randolph Central School
12. Mr. Dick Mc Adoo, Counselor, Pioneer Central School
13. Mr. Jack Rogan, Counselor, West Valley Central School
14. Mr. Patrick Carroll, Counselor, Salamanca High School
15. Mr. Stanley Kolkowski, Director of Vocational Guidance, Cattaraugus County BOCES, South Center
16. Mr. James Coffman, Vocational Guidance Counselor, Cattaraugus County BOCES North Center

EVALUATION
CAREER EDUCATION IN CATTARAGUS COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTAC LET
Objective #2 (Cont.)					
One field trip and resource person card file will be provided by the Career Education Office to 15 schools in Cattaraugus County.				12 Counselors, 2 Administrators, 1 Teacher and 1 Librarian The file keeper is responsible for updating the file, making it accessible to faculty and for filing new resource cards.	
Objective #3					
Nine Schools will request at least one teaching demonstration unit of information program from the Project Staff.	Post Measurement	Records were kept of each teaching demonstration unit and Career Education information progam performed.	Career Education Regional Assistant's records, Teacher Questionnaire on Demonstration Unit. (See APPENDIX B, Page 1).	13 separate school districts hosted 22 teaching demonstration units which were performed as follows:	

GRADE	NUMBER OF UNITS PERFORMED	NUMBER OF IN-CLASS TEACHER HOSTS	NUMBER OF ADMINISTRATOR AND GUIDANCE PERSONNE INVOLVED
6	1	1	0
7	3	3	1
8	13	13	13
10	2	2	1
12	2	2	3
	21	21	19

EVALUATION
CAREER EDUCATION IN CATTARAGUS COUNTY
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OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTAC LET
Objective #3 (Cont.) Nine schools will request at least one teaching demonstration unit of information program from the Project Staff.			(See APPENDIX B, Page 1, Teachers' Questionnaire on Demonstration Unit)	Results of Questionnaire A questionnaire developed by Policy Studies in Education was completed by the teacher, two days after the presentation of the teaching demonstrations by the Project Staff. The following information indicates the very favorable teacher response towards the demonstration. 93% of the teachers indicated that they were convinced of the importance of Career Education instruction for their class. Question 6 combined % of column 4 & 5. 85% of the teachers indicated that they would call upon the Project Staff if necessary for assistance in planning future Career Education Service. Question 9 combined % of column 1 and 2 (Strongly Agree and Agree). 73% of the teachers indicated that they would work harder to incorporate Career Education activities and concepts into their regular classwork. Question 10 combined % of column 1 and 2 (Strongly Agree and Agree).	

EVALUATION
CAREER EDUCATION IN CATTARAGUS COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTA LE
Objective #3 (Cont.) Nine schools will request at least one teaching demonstration unit of information program from the Project Staff.				75% of the teachers indicated that the demonstration gave them ideas for Career Education lessons of their own. Question 7 - combined % of column 1 and 2 (Strongly Agree and Agree). 100% of the teachers indicated that on the whole, the students showed interest in the demonstration unit by asking questions, discussion and attentiveness. Question 1 - combined % of column 1 and 2 (Strongly Agree and Agree). 67% of the teachers responded that more than half of their students would like more lessons about careers and career choices. Question 2 - combined % of column 1 and 2 (Strongly Agree and Agree). 83% of the teachers indicated that on the whole, their students learned Career Education information which the teacher would not have included in their regular classwork anyway. Question 3, column 4.	

EVALUATION
CAREER EDUCATION IN CATTARAGUS COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTA LE
Objective #4 After demonstration teaching units, 30% of those students involved will evaluate the experience favorably.	Post Measurement	A Questionnaire developed by Policy Studies in Education was given to students at the conclusion of their teaching demonstration unit.	Questionnaire (See APPENDIX B, Page 2 - 6, Students' Evaluation of Career Education Demonstration Unit).	Very favorable results were achieved. 1. Of 402 students asked, "Did you learn anything new?", 84% Responded "Yes" 12% Responded "Not Sure" 4% Responded "No" 2. Of 402 students asked, "Would you like more lessons about careers and career choices?", 69% Responded "Yes" 24% Responded "Not Sure" 7% Responded "No" 3. Of 402 students asked, "As a result of this unit, would you enjoy investigating careers and career choices on your own, for example, by reading books or seeing movies?", 54% Responded "Yes" 33% Responded "Not Sure" 13% Responded "No"	

EVALUATION
CAREER EDUCATION IN CATTARAGUS COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTAC LET
Objective #4 (Cont.) After demonstration teaching units, 30% of those students involved will evaluate the experience favorably.				4. Of 402 students asked, "Are you better prepared to think about possible career choices now than you were before this unit?", 37% Responded "Much better Prepared" 50% Responded "A Little Better Prepared" 4% Responded "Not Better Prepared" 9% Responded "Not Sure" 5. Of 402 students asked, "Is learning about career possibilities and choices important for students your age?", 87% Responded "Yes" 11% Responded "Not Sure" 2% Responded "No"	

SECTION 12: ANTICITIPATED CHANGES AND/OR PROBLEMS

Career Education in Cattaraugus County, 1975-76, was implemented on a part-time trial basis by the Career Education Regional Assistant. One-third of this time was spent in Allegany County, while two-thirds were spent in Cattaraugus County.

The goals for Career Education in Cattaraugus County were:

1. To create an awareness of the basic concepts of Career Education.
2. To create an awareness of the services offered by the Career Education Office in Cattaraugus County.
3. To explore the need for Career Education in Cattaraugus County.
4. To facilitate cross-sharing of programs, curriculum and other publications developed by the Allegany County Career Education Department.
5. To provide direct Career Education services to administrators, counselors, teachers, and students.
6. To develop a County wide local and regional Community Resource Card File for each school district.

Each of these goals has been realized.

Due to the fact that this year's exploration project was not envisioned by the State Education Department, the Southern Tier West Educational Planning Division, the Assistant District Superintendents, and the Allegany County Career Education Office, until late July 1975, facilities such as office space, secretarial help, and duplication and transportation costs could only be provided on a limited basis.

In the event that an implementation grant for Career Education is provided, sufficient funds for these facilities would be more readily available from the Cattaraugus County BOCES and from funding for these facilities written into the Phase I Grant proposal for Career Education for the Southern Tier West 1976-77.

The situation in the local school districts as concerns Career Education can be described as very hopeful. No real roadblocks can be seen in the county wide implementation of a Career Education project during 1976-77. Very significant enthusiasm for a full-blown Career Education implementation project has been evidenced by many administrators, counselors, and teachers in Cattaraugus County. Many district have already planned on the inclusion of Career Education services and activities in their next year's activities.

Section 12: Anticipated Changes and/or Problems Cont.

Problems anticipated in the future implementation of Career Education in Cattaragus County are as follows:

There has been a State wide reformulation of the New York State Department of Education's policy towards the implementation of Career Education.

This policy moves the thrust of Career Education developmental efforts away from already present BOCES and multi-district based programs and towards direct linkage between the local school district and the State Education Department, thereby bypassing these regionalized programs.

The notion of direct service without "middlemen" is, inherently, a more efficient procedure when one considers any dissemination activity. However, that efficiency is in indirect proportion to the sophistication and development of intervening variables between the State and the local level.

Before any decision to bypass regionalized Career Education is made it would be wise to examine these intervening structures as they are present in the Southern Tier West.

Of primary note is the pre-existence of organized and successful growth of Career Education in Allegany County. This project proved to be of such sufficient fortitude that after one year of federal funding it was able to sponsor trial Career Education projects in Cattaraugus and Chautauqua Counties without any significant rise in costs.

All three projects in all three Counties were successful, each having an excellent prognosis for growth in the coming years.

The intervening structure here is the presence of a successful regionalized Career Education project. In sheer terms of efficiency, and external approach to the implementation of Career Education in these counties would be more costly, both in terms of time and money in the long run and in the short run.

Another intervening structure is the demographic nature if the Southern Tier West and the particular needs a rural area possesses. Eight of the thirteen school districts in Cattaraugus County have total enrollments of under 1,500, K - 12.

The relatively small size of these districts prohibits the diversification of present educational staff members to the positions of school based district Career Education Coordinators. Secondly, districts do not have funds available to hire extra personnel.

Section 12: Anticipated Changes and/or Problems Cont.

Possibly the strongest argument against the de-regionalization of Career Education in the Southern Tier West is a combination of important factors. These factors are:

1. A lack of trained personnel to engage the local district in curriculum planning.

2. A lack of time on the part of administrators to provide the kind of consistent attention to Career Education implementation needed.

3. There is no other available source of administrative services whose purpose is to facilitate the cross-sharing of Career Education information both between members of the same school district and between separate school districts.

4. School personnel are not trained in the implementation of Career Education.

5. School districts can not afford the release time required by large half day workshops and the like while a regionally located Career Education service could better accommodate itself to being "there" whenever there was time.

The notion of de-regionalization also goes against the grain of current rural growth theory. Of primary importance to the growth of any program in this rural area is the presence of fluidity of communication. All three county projects have become involved and intergrated their respective programs with not only the local educational community, but also the business/industry, labor and professional community, and other public services. The type of familiarity with personnel on a local level this envolvement initiated can not be achieved by a de-regionalized Career Education program.

Section # 13 DISSEMINATION ACTIVITIES

1. June 1976

16 Community Resource Card File "Keepers", have been appointed by the 13 Chief School Officers of Cattaraugus County.

They are:

1. Mrs. Rose DiSorbo - Counselor - Allegany Central School
2. Mr. Will Rogers - Social Studies - Cattaraugus Central School
3. Mr. Edward Ahrens - High School Principal - Ellicottville C.S.
4. Mr. Michael Gasz - Counselor - Franklinville Central School
5. Mr. George Songer - Counselor - Limestone Central School
6. Miss Betty Pappas - Vice Principal & Counselor - Hinsdale C.S.
7. Mr. Rod Lounsbury - Counselor - Little Valley Central School.
8. Mr. Edward Kustra - Counselor - Olean High School
9. Mr. Paul Venable - Principal - Olean Jr. High School
10. Mr. Charles Bretzin - Librarian - Portville Central School.
11. Mr. Donald Wishart - Counselor - Randolph Central School
12. Mr. Dick McAdoo - Counselor - Pioneer Central School
13. Mr. Jack Rogan - Counselor - West Valley Central School
14. Mr. Patrick Carroll - Counselor - Salamanca High School
15. Mr. Stanley Kolkowski - Director of Vocational Guidance Cattaraugus County BOCES, South Center

16. Mr. James Coffman - Vocational Guidance Counselor Cattaraugus County BOCES, North Center

12 Counselors, 2 Administrators, 1 Teacher and 1 Librarian

The file keeper is responsible for updating the file, making it accessible to faculty and for filing new resource cards.

2. June 1976:

18 Community Resource Card Files have been located in the County's School Districts. All Districts received one file with the exception of Olean, Salamanca and Pioneer Central Schools, who received two each.

13 Chief School Officers.
2 Occupation Center Guidance Counselors

3. September 75 - May 76

County school personnel have received each of 5 editions of the Career Education Newsletter. The Newsletters were sent to administrators, counselors and teachers.

38 Administrators, 1124 Teachers.

4. September 75 - March 76

Copies of 5 separate Career Education Monthly Activities were sent to teachers at appropriate grade levels.

Approximately 200 Teachers

5. March 76:

In a survey given to administrators;
The results were:

Of 10 responses to the statement, "We would like to have teacher workshops in our district", 8 administrators responded "yes", 2 responded "no".

Of 10 responses to the statement, " Teachers use Career Education Multi-Media available from home district of BOCES", 9 administrators responded "yes ", 1 administrator responded " no ".

To the statement, " We would like a workshop on Career Education for Administrators illustrating how other Administrators have used Career Educati n in their schools", there were 10 responses. Five administrators responded "yes ". Five administrators responded "no".

To the statement, "The District Board of Education has been informed about the existence and purpose of Career Education in the district", there were 12 responses. Ten administrators responded "yes". Two administrators responded "no".

6. September 75-May 76:

Introductory meetings including admininstrators and counselors were made all 13 school districts. These meetings were devoted to :

1. Assessing Career Education activities already underway in each district.
2. Detailing Career Education services offered by the Regional Assistant.
3. Planning for further involvement with the Career Education Office.

The meetings were as follows:

1. Franklinville Central School - 9/22/75
   Present: High School Principal
   Counselor
2. Limestone Central School - 9/29/75
   Present: Chief School Officer
   Guidance Counselor
3. Randolph Central School - 10/6/75
   Present: Chief School Officer
   High School Principal
   Elementary Principal
   2 Counselors
4. Little Valley Central School - 10/2/76
   Present: Chief School Officer
   Elementary Principal
   Guidance Counselor

5. Olean City School District - 10/6/75
   Present: District Superintendent
   Superintendent's Assistant
   High School Principal
   Jr. High School Principal
   4 Counselors

6. West Valley Central School - 10/14/75
   Present: Chief School Officer
   Counselor
   Elementary Supervisor

7. Portville Central School - 10/15/75
   Present: Chief School Officer
   High School Principal
   2 Guidance Counselors

8. Ellicottville Central School - 10/21/75
   Present: High School Principal
   2 Guidance Counselors
   Phone contact made with Chief School Officer

9. Salamanca City School District - 11/3/75
   Present: Chief School Officer
   High School Principal
   2 Counselors

10. Cattaraugus Central School - 2/23/76
    Present: Counselor
    School Psychologist
    Phone contact had been made with the Chief School Officer and the High School Principal.

11. Allegany Central School - 11/24/75
    Present: Chief School Officer
    Elementary Principal
    High School Principal
    2 Counselors

12. Hinsdale Central School - 12/1/75
    Present: Vice-Principal - Counselor
    Previous phone contact had been made with the Chief School Officer.

13. Pioneer Central School District - 5/12/76
    Present: 4 Counselors
    Previous contact had been made with the Chief School Officer, the High School Principal and the Arcade Elementary School Principal.

14. Elementary Principal's Association - 10/7/75
    Present: Approximately 20 Elementary Principals.

15. Cattaraugus County Guidance Counselors Association - 9/18/75
    Present: 22 Counselors

16. Cattaraugus County Chief School Officers - 9/11/75 & 10/29/75
    2 Presentation were made. The first was a general introduction to the services offered by the Regional Assistant. The second presentation was made as an effort to identify steps to be taken to increase the usage of Career Education library resources and materials in Portville Central School.

    Present: 13 Chief School Officers

17. Prospect St. Elementary School, Salamanca Central School District - 3/4/76
    Present: Elementary Principal

18. Cattaraugus County BOCES - Vocational Center - 4/9/76
    Present: 2 Vocational Educational Counselors

7. A Career Education presentation was made to the following teachers:

1. Limestone Central School - 9/30/75
   Present: 15 teachers, 1 administrator.

2. Olean Central School District, Boardmanville, Hillside, and Ivers J. Norton Elementary Schools - 11/4/75
   Present: 35 teachers
   3 administrators

3. Little Valley Central School - 11/12/75
   Present: approximately 23 Elementary and High School Teachers
   Elementary Principal
   Counselor

4. Pioneer Central School District - Arcade Elementary School 11/20/76
   Present: 24 Elementary Teachers
   Elementary Principal

5. Hinsdale Central School - 12/1/75
   Present: 19 Elementary Teachers.

6. Ellicottville Central School - 12/2/75
   Present: Elementary Principal
   3 Counselors
   2 Teachers
   2 Students

7. Little Valley Central School - 12/10/75
   Present: 6 Elementary Teachers
   Counselor

8. West Valley Central School - 12/15/75
   Present: 30 Teachers K-12
   Chief School Officer
   Counselor
   Elementary Supervisor

9. West Valley Central School - 1/13/76
   Present: 30 Teachers - K-12
   Chief School Officer
   Counselor
   Elementary Supervisor

10. Ellicottville Central School - 1/14/75
    Present: 9 Teachers - K - 3

11. Cattaraugus County BOCES Special Education Department - 1/15/76
    Present: Psychologist
    2 Teachers
    Work Study Coordinator

12. Ellicottville Central School - 1/28/76
    Present: 9 Teachers - K - 3

13. Ellicottville Central School - 2/4/76
    Present: 7 Teachers - 4-5th grade

14. Olean Central School District - 2/17/76
    Present: Jr. High Principal
    4 Jr. High Teachers

15. West Valley Central School - 2/18/76 & 2/19/76
    Present: 9 Teachers

16. Salamanca Central School District - Seneca, Prospect and Jefferson Elementary Schools - 3/15/76
    Present: 3 Elementary Principals
    50 Elementary Teachers

8. 11/17/75

A Career Education Workshop for teachers was given at the Cattaraugus County Superintendent's Day Conference, by the Regional Assistant and Dr. Conrad Toeffler from the University of Buffalo, Department of Graduate Education.
Present: Approximately 25 Teachers.

9. 11/17/75

A presentation entitled "The Counselor and Career Education", was given to Cattaraugus County Counselors during departmental workshop time, at the County Superintendent's Day.
Present: Approximately 22 Counselors

10. 11/19/75

The Cattaraugus County Career Education Department sponsored a Counselor's Workshop on the, "Career Motivation Process". Program presentors were Dr. Cliff Garrison and Ms. Jean Saunders, developers.
Present: Approximately 12 Counselors.

11. 11/5/75 & 11/6/75

A learning simulation workshop which was held in Allegany County, was attended by 4 Cattaraugus County Teachers. The purpose of the workshop was to demonstrate the infusion of Career Education into simulated classroom activities.
Present: 4 Teachers

12. 2/9/76

A special 1/2 day Career Education Inservice Training session was held for the staff of West Valley Central School.
Present: 30 - K - 12 Teachers.

13. 3/8/76

The Regional Assistant made Career Education presentations to approximately 30 Teachers, Counselors and Administrators at the N. Y. S. Education Department Sponsored Career Education Sharing Workshop in Syracuse, N. Y.
Present: 30 Teachers, Counselors and Administrators.

14. 4/1/76/ & 4/2/76

The Regional Assistant was a Program presentor for the Allegany County Career Education Project at the "6" Conference, the Concord Resort, Kiamesha, N. Y.

15. 5/15/76

A workshop was given for all Cattaraugus County reading teachers. Dr. Diane Gess illustrated, "Hands - On ", methods of infusing Career Education into reading material as a motivation for reading.

Present: Approximately 29 reading teachers.

16. 2/17/76

The West Valley Central School Board of Education was given an introduction to Career Education by the Regional Assistant.

Present: Chief School Officer
Elementary Supervisors
6 Board Members

17. 4/8/76

The parents of Portville Central School's 8th graders were given a short introduction to Career Education and how it will serve their children.

Present: Approximately 70 parents
3 Counselors
10 Teachers

18. 1/20/76

A presentation of Career Education was made to the Cattaraugus County Educational Communications Council. Covered was the role of Educational Communication in the infusion process of Career Education.

Present: Approximately 17 Librarians and Media Specialists.

Section 14: SPECIAL ACTIVITIES

During 1975-76 the following special activities were undertaken in Cattaraugus County.

1. April - June 1976

A series of planning meetings were held which included the Regional Assistant, two BOCES Special Education Teachers, the Special Education Psychologist and the Work Study Coordinator. During these meetings a job-readiness, practical skills program was planned for 23 educable students. The student's ages ranged from 14 - 17 years.

During June the Regional Assistant conducted an interview process for each student after which he supplied critiques and evaluation of each students interview.

In an effort to reduce test anxiety the Regional Assistant administered two mock manual dexterity tests to each student. In both cases the real testing instrument was used. After the interviews and the dexterity tests the students were taken on a field trip to AVX Ceramics in Portville, New York. There they observed many assembly occupations.

Thoughout this three month period, the students were exposed to excellent job preparation, job information media materials supplied by the Regional Assistant.

2. February - June 1976

In each of 12 teaching demonstrations the changing role of women in work was included. It was made clear that it was illegal to deny someone employment on the basis of sex. If the students wanted to discuss this, it was discussed. Of note is the observation that younger students seemed to have already been aware of this information and accepted it while many older students showed the more typical attitudes and opposing viewpoints one finds in the whole of society.

3. September - June 1976

Over 160 contacts were made with members of the business/industry and labor/professional community of Cattaraugus County. Contacts were made by the Regional Assistant, four Counselors and four Teachers.

During these contacts the Career Education project in Cattaraugus County, the role of the business/industry, labor/professional community in Career Education and the intended use of the Resource Card File was explained.

The person contacting them recruited the community member as a resource person and/or as a field trip sponsor. Many times when working with personnel directors one contact opened the door to numerous resource persons and more than one field trip.

Section 14: SPECIAL ACTIVITIES

4. September 1975 - April 1976

The Regional Assistant met with the Olean Area Chamber of Commerce three times and worked closely with the Executive Vice President of the Chamber on numerous other occasions.

The Chamber was instrumental in opening the door to the major employers in the Olean area; the largest employing district in Cattaraugus County.

Of special interest is an activity slated for the 1976-77 school year in which both the largest and smallest employers of the area will become involved in numerous occupational experience shadow programs. This experience would enable a student to reality test his/her ideas of many different careers over a short period of time.

5. September 1975 - April 1976

Consulting services were given to the Cattaraugus County Adult Basic Education Department. The Regional Assistant worked primarily with the ABE Guidance Counselor aiding him in his efforts to instill a current of job awareness and readiness in the ABE course offerings.

At the invitation of the Career Education Department this Counselor attended each of the counselor-oriented Career Education Workshops held in Cattaraugus County 1975-76.

6. June 1976

Consulting services were supplied to the Cattaraugus County Youth Job Bank operating out of the Cattaraugus County Cooperative Extension.

The Job Bank Director and a Cooperative Extension Official accompanied the Regional Assistant on an eighth grade teaching demonstration. Media materials were identified and loaned to the Job Bank Director for her use in a job skills program.

7. April 5 - 7, 1976

Career Education services were provided to 15 eighth grade students from the St. Patrick's Parochial School in Salamanca, New York.

The 15 students attended the Salamanca Central School's eighth grade teaching demonstration of April 5 - 7, 1976. They were accompanied by Sister Valentine, the school's Principal.

8. April - June 1976

One hundred percent support was demonstrated by over 26 of the county's counselors responding to a proposal in which a periodic publication of current job openings in the county would be made available to them. The Regional Assistant,

Section 14: SPECIAL ACTIVITIES

8. April - June 1976, continues:

working with the Cattaraugus County State Employment Service set up a system by which a list was given over the phone, written up and then disemminated by the Career Education Office.

Later, the responsiblilty for this activity was transferred to the BOCES Director of Vocational Guidance at his request and offering.

9. January 20, 1976

Career information and job skills information consultation services were made available to a Portville, New York (Cattaraugus County) youth who had recently returned from jail and was then on probation.

This was done at the request of an Allegany County Probation Officer who had jurisdiction over his case.

10. March 1976

Consultation services and Career Education materials were supplied to the Principal of the Seneca Street Elementary School, Salamanca, New York. Consultation was centered around a possible incoming grant for the 1976-77 school year. The purpose of the grant will be to provide an intensive Career Education program, specifically addressing itself to the special needs of the Seneca Indian children attending Salamanca's Elementary Schools.

Section 15: REPORT ABSTRACT

Career Education activities in Cattaraugus County during the 1975-76 school year were conducted on a part-time exploration basis. The Regional Assistant spent 1/3 of his time in Allegany County and 2/3 of his time in Cattaraugus County.

The goals for the 1975-76 year were to:

1. Create an awareness of the basic concepts of Career Education.
2. Create an awareness of the services offered by the Career Education Office in Cattaraugus County.
3. Explore the need for Career Education in Cattaraugus County.
4. Facilitate cross-sharing of programs, curriculum and other publications developed by the Allegany County Career Education Department.
5. Provide direct Career Education services to administrators, counselors, teachers and students.
6. Develop a county wide local and regional community resource card file for each school district.

Summarily, the objectives as identified in the New York State Career Education Consortium grant for Career Education in Cattaraugus County were met.

The Regional Assistant was met with a warm reception in all but one school district. In that district Career Education project activities were minimal. The other 12 school districts have shown considerable enthusiasm and support for Career Education. Already separate school districts have started to involve themselves in planning and implementing their own Career Education programs. Individual Career Days, Elementary Career Awareness programs, shadow programs and in-class infusion of Career Education is going on in these schools.

Of particular note are 5 school districts; Hinsdale, Portville, West Valley, Ellicottville and Little Valley Central Schools. These schools have indicated an interest in and have moved strongly in the direction of a K - 12 Career Education program. Of particular note in this respect is West Valley Central School.

Pioneer Central School District, Allegany Central School, Franklinville Central School, Olean City School District, Limestone Central School, Cattaraugus Central School and Salamanca City School District have each shown strong support at certain grade levels and among key school personnel. Each of these schools has engaged in Career Education activities.

The major activities of the Career Education Office in Cattaraugus County 1975-76 were:

Section 15: REPORT ABSTRACT

1. Generation of a Community Resource Card File.

2. Performance of 12 in-class teaching demonstrations of Career Education.

3. To create an awareness of Career Education on the part of the educators of Cattaraugus County.

A Community Resource Card File was established after contacts were made with over 160 members of the business/industry, labor/professional community had been made. As a result of these contacts, separate field trip and classroom resource person file cards were printed and distributed in the form of a card file to each of the county's 13 school districts and to each BOCES Center. Sixteen "keepers of the file" have been identified, one for each card file. It is the "keeper's" responsibility to update the file and in general maintain it. Response to the card file has been very positive. Much enthusiasm has been evidenced through offers of assistance in the second phase of the card file; having it used by teachers.

Twelve individual teaching demonstrations were performed. The teacher's evaluations of these programs were very encouraging. Seventy-five percent of the teachers involved responded, "The demonstration unit gave me ideas for Career Education lessons of my own". Seventy-five percent responded, "Will work harder to incorporate Career Education activities and concepts into my student's regular classwork".

Of the 400 students who were surveyed after their teaching demonstration unit, 88% responded that they were "better prepared to think about possible career choices now than you were before this unit". These students included, 7th, 8th, 10th, and 12th graders.

In order to create an awareness of Career Education in the county, five copies of the Career Education Tri-County Newsletter and project developed Career Education monthly activities were disseminated to educators. Also, 18 separate meetings between administrators, counselors and the Regional Assistant were conducted. In these meetings the services offered by the Regional Assistant were defined as well as Career Education activities already underway in the local district.

Sixteen individual presentations were made to the teachers of Cattaraugus County. These presentations were an introduction to Career Education and a question and answer session.

Also five Career Education workshops were given for counselors and teachers interested in Career Education.

Although the effectiveness of these workshops were not evaluated, it is significant to note the number of separate workshops and meetings requested of the Regional Assistant. This is a fair measure of the enthusiasm educators have for Career Education in Cattaraugus County.

Sufficient demonstration of the need for Career Education services in Cattaraugus County has been made by the administrators, counselors,

Section 15: REPORT ABSTRACT

teachers and students of Cattaraugus County. The prospects for the future growth of Career Education are very strong. It is recommended by the Career Education Regional Assistant that an implementation grant be funded for 1976-77.

PROJECT PERFORMANCE REPORTS

1. Project Number	2. Grant Number	3. Nature of Report
13:554	60551	Semi Annual X Final

4. Project Title

New York State Consortium for Career Education

5. Period Covered By This Report

From (Mo. Day, Yr.) To (Mo. Day, Yr.)
July 1, 1975 June 30, 1976

6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11)

X Incremental _Settings _Populations XTraining _Communication _St. Plan

7. Name of Project Coordinator --- Pam Serio

8. Name and Address of Grantee/Assistance Contractor Institution

Allegany County BOCES
6 South Street
Belmont, New York 14813

Telephone
Area Code 716 Number 268-7693

Section 9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
ADMINISTRATORS			
#1 10 administrators will respond favorably to the monthly Career Education Newsletter, and four administrators will plan to include Career Education in their 76-77 activities.	December, 1975 Distribution of December Newsletter. January, 1976 Distribution of January Newsletter. February, 1976, Distribution of February Newsletter. May, 1976, Distribution of April-May Newsletter.	Objective Completed. Results provided in Section II Evaluation.	19 Administrators
	May, 1976, Distribution of Administrator Questionnaire on utilizing Career Education Services during 1976-77.	Objective Completed Results provided in Section II Evaluation.	46 Questionnaires Distributed with 28 responces.
	ACTIVITIES WITH EDUCATORS		
	January 13, 1976, Chautauqua County Elementary Principal's Association presentation.	Activity not measured	20 Administrators
	January 21, 1976, Fredonia Central School Guidance Staff meeting regarding Career Education Services.	Activity not measured	3 Guidance Personnel
	January 13, 1976, Vocational readiness Program for Women. Meeting regarding their Program.	Activity not measured	20 Administrators

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
#1 ADMINISTRATORS CONT.	January 28, 1976, Meeting with two Gerry Elementary Faculty Members regarding Career Education Services.	Activity not measured	Two Elementary Educators
	February 2, 1976, Southwestern Middle School Principal and Staff regarding Career Education Services.	Activity not measured	One Administrator Three Educators
	February 3, 1976, Meeting with Jamestown Assistant Superintendent of Schools regarding Career Education Services.	Activity not measured	One Administrator
	February 6, 1976, Falconer High School Guidance Staff regarding Career Education Services	Activity not measured	Three Guidance Personnel
	February 9, 1976, Frewsburg Elementary Faculty presentation	Activity not measured	One Administrator 18 Educators
	February 11, 1976, Brocton Central School In-Service Day presentation.	Activity not measured	Three Administrators 30 Educators
	February 18, 1976, Chautauqua Central School Secondary Faculty presentation regarding Career Education Services.	Activity not measured	One Administrator 17 Educators

Section 9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

#1 OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED
ADMINISTRATORS CONT.	February 19, 1976, Chautauqua County Secondary Principals Association presentation regarding Career Education Services.	Activity not measured	15 Administrators
	March 1, 1976, Southwestern Middle School Faculty presentation regarding Career Education Services.	Activity not measured	22 Educators
	March 12, 1976, Cassadaga Valley Middle School Administrator and Guidance meeting regarding Career Education Services.	Activity not measured	1 Administrator 1 Guidance Counselor
	March 19, 1976, Sherman Central School Guidance Personnel meeting regarding Career Education Services.	Activity not measured	1 Guidance Personnel
	May 19, 1976, Chautauqua County Guidance Counselor's Association presentation regarding Career Education Services.	Activity not measured	23 Guidance Personnel
	May. 21, 1976, Chautauqua County Career Education Advisory Committee Workshop.	Results provided in Section 14-Special Activities	2 Administrators 6 Guidance 6 Teachers'
	May 25, 1976, Meeting with Jamestown School District Special Education Director Mr. Norm Csabaj, regarding	Activity not measured	1 Administrator

Section 9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED	
TEACHERS:				
#2 300 Faculty Members will request directories and catalogs of Career Education materials for use and/or directories of field trip sites for the Tri-County area.	April, 1976, Chautauqua County Resource Guide submitted for printing.	Printed, but not disseminated		
	June, 1976, Binders for the Resource Guide have not been received.			
	May 21, 1976, Distribution of Resource Guide at Career Education Advisory Committee Workshop to local school District Career Education Coordinators.	Distribution Records	19 County Educators	
	8th Grade Career Awareness Program		Teacher	Students
#3 13 County Schools will request at least one teaching Demonstration unit or program from the Project Staff.	January 12-16, 1976, Mayville Central School, Five presentations, five days.	Objective completed. Results provided in Section II Evaluation	1	100*
	February 17-20, 1976, Chautauqua Central School, Two presentations, four days	Objective completed Results provided in Section II	1	44
	February 23-27, 1976, Pine Valley Central School, three presentations	Objective completed Results provided in	1	55

Section 9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED	
#3 Teacher - Cont.	March 2-6, 1976, Westfield Academy and Central School. four presentations, 3 days	Objective completed. Results provided in Section II Evaluation	Teacher 1	Students 89
13 County Schools will request at least one teaching Demonstration unit or program from the Project Staff.	March 8-12, 1976, Bemus Point Central School. Five presentations, Five days.	Objective completed Results provided in Section II Evaluation	2	112
	March 15-19, 1976, Ripley Central School, Three presentations, Five days.	Objective completed Results provided in Section II Evaluation	1	62
	April 26-30, 1976, Falconer Central School. Six presentations Five days.	Objective completed Results provided in Section II Evaluation	13	151
	May 3-7, 1976, Clymer Central School. Three presentations, Four days.	Objective completed Results provided in Section II Evaluation	1	58
	May 23-27, 1976, Sherman Central School, Two presentations, Four days.	Objective completed Results provided in Section II Evaluation	2	46
	Twelfth Grade Program			
	February 2-6 1976, Brocton Central School. One presentation Five days.	Objective completed Results provided in Section II Evaluation	1	25*
	February 9-13, 1976, Forestville Central School. Three presentations Five days	Objective completed Results provided	2	61*

Section 9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED	
#3 Teachers, Cont.			Teacher	Students
13 County Schools will request at least one teaching Demonstration unit or program from the Project Staff	March 22-26, 1976, Dunkirk City School District, One presentation, Five days.	Objective completed. Results provided in Section II Evaluation	1	23
	May 3-7, 1976, Clymer Central School. Two presentations, Four days.	Objective completed. Results provided in Section II Evaluation	1	40
	Career Motivation Project (CMP)			
	May 18-27, 1976, Cassadaga Valley Central School. One presentation Seven days.	Objective completed Results provided in Section II Evaluation	1	5
OTHER MAJOR ACTIVITIES	ACTIVITIES WITH STUDENTS			
	January 19, 1976, Mayville Central School. Six one-day presentations to Industrial Arts Classes regarding Career Decision Making.	Activity not measured	2	50
	January 29-30, 1976, Mayville Central School Elementary Program presentation to 4th and 5th graders.	Activity not measured	3	75
	February 18.1976, Chautauqua Central School, Three one-day presentations to Home Economics and Consumer Ed. Classes regarding Career Decision Making.	Activity not measured	2	20

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED	
Teachers, Cont.				
OTHER MAJOR ACTIVITIES	ACTIVITIES WITH STUDENTS		Teacher	Students
	February 19-20, 1976, Chautauqua Central School Career Motivation Project presentation to Junior High school students.	Activity not measured	1	9
	February 24-26, 1976, Pine Valley Central School Career Motivation Project presentation to Senior High school students.	Activity not measured	1	7
	March 17-19, 1976, Ripley Central School. 3-day Tenth Program presentation.	Activity not measured	1	20
	March 17. 1976, Ripley Central School. Four, one-day presentations to Industrial Arts Classes on Career Decision Making.	Activity not measured	2	60
	March 18-19, 1976, Ripley Second Grade Elementary Program presentation.	Activity not measured	2	50
	May 12-14, 1976, LoGuidice Occupational Center Career Motivation Project presentation.	Activity not measured	2	10
	May 19, 1976, Cassadaga Valley High School. Five, One-day presentations of the Twelfth	Activity not measured	5	25

Section 9: Major Activities

MAJOR ACTIVITIES AND ACCOMPLISHMENTS
CAREER EDUCATION IN CHAUTAUQUA COUNTY

#4

OBJECTIVES	ACTIVITIES	EVALUATIONS OF ACCOMPLISHMENTS	NUMBER OF PEOPLE SERVED	
STUDENTS:			Teachers	Students
After demonstrations units, 30% of those students involved will evaluate the experience favorably.	A questionnaire was administered on the final day of full teaching menonstrations in each of the following school districts:	Objective completed. Results provided in Section 11 Evaluation	40	1,197

NAME OF SCHOOL	DAYS IN DISTRICT	NUMBER OF FULL PRESENTATIONS *	NUMBER OF BRIEF PRESENTATIONS *	NUMBER OF STUDENTS
Mayville	6	5	8	235
Brocton	5	1	-	25
Forestville	5	3	-	61
Chautauqua	5	3	3	73
Pine Valley	4	4	-	62
Westfield	3	4	-	89
Bemus Point	5	5	-	112
Ripley	5	3	6	192
Dunkirk	5	1	-	23
Falconer	5	6	-	151
Clymer	4	5	-	98
Sherman	4	2	-	46
Cassadaga Valley	7	1	5	30
TOTAL	63	43	22	Approx. 1,197

* Full Presentation = 4-5 days
* Brief Presentation = 1-3 days

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented)				
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)
STUDENTS					
ELEMENTARY (K-6)	—	—	1	124	—
MIDDLE/JUNIOR HIGH (7-9)	—	—	7	724	—
SENIOR HIGH (10-12)	—	—	4	337	—
2-YEAR COLLEGE	—	—	—	—	—
4-YEAR COLLEGE	—	—	—	—	—
ADULTS (non-matriculated)	—	—	—	—	—
SUB-TOTAL	—	—	12	1185	—
EDUCATIONAL PERSONNEL					
TEACHERS	—	—	—	153	—
COUNSELORS	—	—	—	37	—
ADMINISTRATORS	—	—	—	58	—
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	—	—	—	25	—
PARENTS	—	—	—	—	—
OTHER (specify)	—	—	—	—	—
TOTAL	—	—	12	1458	—

OE FORM 467, 2/76

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

and Low Income)	OF THE TOTAL *(column (6)* NUMBER WHO ARE			OF THE TOTAL *(column (6)* NUMBER WHO ARE	
TOTAL *(sum of columns (1) through (5))* (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
125	—	—	—	65	60
731	—	—	—	370	361
341	—	—	—	170	171
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
1197	—	—	—	605	592
153				183	70
37				31	6
58				57	1
25					
—					
—					
1470					

Section 11: Evaluation

EVALUATION
CAREER EDUCATION IN CHAUTAUQUA COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTACHI LETT
ADMINISTRATORS #1 10 administrators will respond favorable to the monthly Career Education Newsletter, and four administrators will plan to include Career Education in their 76-77 activities.	Post - Measurment Design	Questionnaire Devised by the Career Education Staff and Disseminated to 46 County Administrators.	Questionnaire (See APPENDIX C, page 1, Administrator Questionnaire On Career Education Services.)	In May, forty-six Chautauqua County Administrators received a questionnaire (attached) regarding services provided them by the Regional Assistant. There was a sixty per cent return rate. * 96% of the responses indicated that administrators in the County supported Career Education implementation and development in the K-12 grades. * 86% of the administrators indicated that they do anticipate utilizing the services of the Chautauqua County Career Education Office during the 1976-77 school year. Regarding the services provided by the Regional Assistant: * 96% of the administrators responded that their contact with Mr. Stan Gutowski was both cooperative and helpful in servicing their school district. * 74% rated Mr. Gutowski's rapport with their faculty as good or excellent. Finally, in order to facilitate planning for the 1976-77 school year, administrators ranked the following three services as the most helpful to them in assisting the implementation of a K-12 Career Education Program in	

EVALUATION
CAREER EDUCATION IN CHAUTAUQUA COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTACHME LETTER
#1 (Cont.) ADMINISTRATORS 10 administrators will respond favorably to the monthly Career Eduction Newsletter, and four administrators will plan to include Career Education in their 76-77 activities.				(1) Teaching demonstrations performed by the Career Education Staff. (2) County Workshops for Elementary Teachers. (3) In-Service, K-6, & 7 - 12 Workshops. Because 86% of the administrators indicated that they plan to include Career Education in their proposed 1976-77 activities, it was felt that the Tri-County Newsletter, played a significant role in the administrator's favorable response to Career Education in their county.	

EVALUATION
CAREER EDUCATION IN CHAUTAUQUA COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTACHME LETTER
#2 TEACHER:					
300 Faculty Members will request directories and catalogs of Career Education materials for use and/or directories of field trip sites for the Tri-County area.	Post-Measurement	Distribution of Resource Guides through Chief School Officers or designated school district Career Education Coordinators	Distribution Records	The printing of three hundred Chautauqua County Resource Guides has been completed. The Guide is both a field-trip directory as well as a community resource person cataloque. Binders for the Resource Guides have been ordered, but have not been received thus, delaying their distribution to the entire county. However, at the Chautauqua County Career Education Advisory Committee Workshop in May, copies of the Guide were distributed to the participating local school district Career Education Coordinators. Response from the Workshop, as well as requests received by the Career Education Office indicate a very favorable reception of the Guide. Enthusiasm for the utilization and expansion of the Guide appears good.	

EVALUATION
CAREER EDUCATION IN CHAUTAUQUA COUNTY
1975-1976

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTACHMENT LETTERS
#3 TEACHER: 13 County Schools will request at least one teaching Demonstration unit or program from the Project Staff.	Post-Measurement Design	The Project Staff presented the program through the cooperation of the Guidance Personnel or Faculty Member.	Questionnaire (See APPENDIX C, Page 2, Teachers' Questionnaire on Career Education Demonstration Unit.)	A questionnaire divided by Policy Studies in Education was completed by the teacher, two days after the presentation of the teaching demonstrations by the Project Staff. The following information indicates the very favorable teacher response towards the demonstration. All of the teachers (100%) indicated that they were convinced of the importance of Career Education instruction for their class. All of the teachers (100%) indicated that they would call upon the Project Staff if necessary for assistance in planning future Career Education Service. Over 90% of the teachers indicated that they would work harder to incorporate Career Education activities and concepts into their regular classwork. Question 10 combined % of column 1 and 2 (Strongly Agree and Agree).	123

EVALUATION
CAREER EDUCATION IN CHAUTAUQUA COUNTY
1975-1976

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTACHMENT LETTERS
#3 TEACHER: 13 County Schools will request at least one teaching Demonstration unit or program from the Project Staff.				84% of the teachers indicated that the demonstration gave them ideas for Career Education lessons of their own. Question 7 - combined % of column 1 & 2 (Strongly Agree and Agree). 81% of the teachers indicated that on the whole, the students showed interest in the demonstration unit by asking questions, discussion and attentiveness. Question 1 - combined % of column 1 & 2 (Strongly Agree and Agree). 81% of the teachers responded that more than half of their students would like more lessons about careers and career choice. Question 2 - combined % of column 1 & 2 (Strongly Agree and Agree). 82 % of the teachers indicated that on the whole, their students learned Career Education information which the teacher would not have included in their regular classwork anyway. Question 3, column 4.	

EVALUATION
CAREER EDUCATION IN CHAUTAUQUA COUNTY
1975-76

OBJECTIVES	RESEARCH DESIGN	IMPLEMENTATION PROCESS	TYPE OF INSTRUMENT	RESULTS - SUMMARY & CHANGES	ATTACHMENT LETTERS
#4 STUDENT:					
After demonstrations units, 30% of those students involved will evaluate the experience favorably.	Post-Measurement Design	Administration of the instrument after the completion of each teaching demonstration.	Questionnaire (See APPENDIX C, Page 3 - 6, Students' Evaluation of Career Education Demonstration Unit).	A questionnaire was administered to the students by the Project Staff on the final day of the teaching demonstrations. Only the presentation of the 8th Grade Practical Skills for the Job Seeker Program, and Career Motivation Project were evaluated. The following data indicated the very favorable student response towards the Career Education demonstrations. * (1) Over 80% of the students indicated that they had learned something new and that learning about career possibilities and career choices is important for students their age. (2) 88% of the students indicated that as a result of the demonstration they were better prepared to think about possible career choices. (3) 64% indicated they would like more lessons about careers and career choices. (4) 57% felt that as a result of the demonstration, they would enjoy investigating careers and career choices on their own by reading books or by viewing movies.	

* Separate tallies of individual school districts are provided. The summary % indicates the average of all demonstrations.

Section 12: ANTICIPATED CHANGES

The 1975-76 Career Education program in Chautauqua County was designed for exploration and to promote awareness of Career Education. New York State Consortium funding permitted the placement of a Career Education Regional Assistant in the county with the sole intent of uncovering and assessing the educational community's receptiveness towards a Career Education implementation program. Working on a part-time basis the Regional Assistant for Chautauqua County was able to accomplish all of the project objectives on or before the deadline dates.

Not only was the Regional Assistant warmly received by the educational community, but very favorable evaluations were reported regarding the cooperation and helpfulness of the Career Education office with the local school districts. Administrators reported their intentions of utilizing the services of the Career Education office during the 1976-77 school year. Educators indicated their need for assistance and direction in Career Education. While students expressed their desire for learning more about career possibilities and career choices.

Further evidence of the educational community's concern and involvement in Career Education is clearly indicated in the favorable response at the Career Education Advisory Committee Workshop, (see Section #14 - Special Activities). In an effort to determine local school administration concern and commitment towards Career Education, over 70% of the county school districts were represented by their Career Education Coordinator. Also, over 90% of the local districts reported designating a local Career Education Coordinator for future contact by the Career Education office.

It is the personal judgement of the Career Education Regional Assistant for Chautauqua County that there is a very definite and positive concern or willingness in the county for a Career Education implementation program. Based upon the positive evaluation reports provided by the county administrators, teachers, and students, the basis for implementing a successful Career Education program in Chautauqua County has been demonstrated. The anticipated change for next year's project should be directed towards successfully implementing a Career Education program that accomplishes all of the project objectives for the upcoming year, as identified in the Federal Appalachian Proposal, "Career Education for Southern Tier West".

Section 13: DISSEMINATION ACTIVITIES

BY

PRINTED MATERIAL

DISSEMINATION ACTIVITY	AUDIENCE	RESULTS
* September 15, 1975 Chautauqua County BOCES Newsletter. Announcement of Regional Assistant in County.	2,350 County Educators	Awareness of Career Educatio
* September 29, 1975 Chautauqua County BOCES Newsletter. Listing of Career Education services provided to county educators.	2,350 County Educators	Awareness of Career Education
October, 1975 Dissemination of September's Career Education Tri-County Newsletter.	100 copies distributed to nineteen County Administrators	Awareness of Career Education
* January 27, 1976 Chautauqua County BOCES Newsletter. Publicity concerning the Career Education Dissemination Project.	2,350 County Educators	Eight County Educators attend workshop
January, 1976 Dissemination of December's Career Education Tri-County Newsletter.	150 copies distributed to nineteen County Administrators	Awareness of Career Educatio
February, 1976 Dissemination of January's Career Education Tri-County Newsletter.	250 copies distributed to nineteen County Administrators	Awareness of Career Educatio
February, 1976 Dissemination of Program and Application information regarding Career Education Dissemination Project in Olean, New York.	Copies to all nineteen County Supervising Principals	Eight County Educators attend workshop
* February 9, 1976 Chautauqua County BOCES Newsletter. Publicity regarding the Career Education Dissemination Project in Olean.	2,350 County Educators	Eight County Educators attend workshop

* See APPENDIX C, Page 7 - 14.

Section 13:
DISSEMINATION ACTIVITIES BY PRINTED MATERIAL

DISSEMINATION ACTIVITY	AUDIENCE	RESULTS
March, 1976 Dissemination of Career Education Tri-County Newsletter	300 copies to nineteen County Supervising Principals	Awareness of Career Education
* April 24, 1976 Chautauqua County BOCES Newsletter. Recognition of two county schools by state sponsored Mini-Conference. Publicity for Career Education Advisory Committee Workshop.	2,350 County Educators	Awareness of Career Education
April, 1976 Dissemination of information and application concerning the Career Education Advisory Committee Workshop.	Nineteen County Supervising Principals	Seventeen designated local school Career Education Coordinator
* May 24, 1976 Chautauqua County BOCES Newsletter. Evaluation of successful Advisory Committee Workshop.	2,350 County Educators	Awareness of Career Education
May, 1976 Dissemination of Career Education Tri-County Newsletter	300 copies to nineteen County Supervising Principals	Awareness of Career Education
* June 7, 1976 Chautauqua County BOCES Newsletter. Publicity of Resource Guide and of Summer Programs.	2,350 County Educators	Awareness of Career Education

* See APPENDIX C, Page 15 - 20

DISSEMINATION ACTIVITIES

by

VERBAL PRESENTATION

DISSEMINATION ACTIVITY	AUDIENCE	RESULT OF MEETIN
October 7, 1975 Pine Valley Central School Mrs. Fienman, regarding request for Community Resource Directory.	One Guidance Counselor	Greater Career Education awareness
October 14, 1975 Jamestown School District Mr. James Gustopan, regarding request for Community Resource Directory.	One Guidance Counselor	Greater Career Education awareness
October 14, 1975 Frewsburg Central School District, Mr. Ron Schwedt, specific request for Community Resource Directory.	One Guidance Counselor	Greater Career Education awareness
October 21, 1975 Ripley Central School Mr. Richard Ingraham, request for Community Resource Directory.	One Guidance Counselor	Greater Career Education awareness
November 17, 1975 Cassadaga Valley Central School, preliminary visitation with administrative staff regarding Career Education services and objectives.	Five Administrators	Arrangement to meet with interested teachers
November 17, 1975 Fredonia Chamber of Commerce, regarding Career Education awareness.	Twenty Five Community Members	Greater Career Education awareness
November 18, 1975 Dunkirk School District, preliminary visitation with administrative staff regarding Career Education services and objectives	Two Administrators	Greater Career Education awareness

DISSEMINATION ACTIVITIES BY VERBAL PRESENTATION

DISSEMINATION ACTIVITY	AUDIENCE	RESULT OF MEETING
November 18, 1975 Frewsburg Central School District, preliminary visitation with administrative staff regarding Career Education services and objectives.	One Administrator	Arrangement for presentation before Elementary Faculty regarding Career Education services
November 25, 1975 Brocton Central School District, preliminary visitation with administrative staff regarding Career Education services and objectives.	Three Administrators	In-Service Day Presentation to entire K - 12 faculty
November 25, 1975 Fredonia Central School, preliminary visitation with administrative staff regarding Career Education services and objectives.	One Administrator	Greater Career Education Awareness
December 2, 1975 Bemus Point School District, preliminary visitation with administrative staff regarding Career Education services and objectives.	Four Administrators	Information regarding their present COEP (Community Oriented Educational Program)
December 2, 1975 Clymer Central School District, preliminary visitation with administrative staff regarding Career Education services and objectives.	Two Administrators	Arrangements for Teaching Demonstration in May
December 2, 1975 Panama Central School District, preliminary visitation with administrative staff regarding Career Education services and objectives.	One Administrator	Greater Career Education awareness
December 18, 1975 Chautauqua County Curriculum Committee, preliminary visitation with committee regarding Career Education services and objectives.	Six Administrators	Greater Career Education Awareness

DISSEMINATION ACTIVITIES BY VERBAL PRESENTATION

DISSEMINATION ACTIVITY	AUDIENCE	RESULT OF MEETING
January 13, 1976 Chautauqua County Elementary Principal's Association, presentation regarding Career Education services.	Twenty Administrators	Greater Career Education awareness
January 21, 1976 Fredonia Central School Guidance Staff, meeting regarding Career Education services	Three Guidance Personnel	Greater Career Education awareness
January 23, 1976 Vocational Readiness Program for Women, regarding their program and Career Education services.	United Fund Chair-person YWCA teacher	Greater Career Education awareness
January 28, 1976 Meeting with Gerry Elementary Faculty Members regarding Career Education services.	Two Elementary Educators	Greater Career Education awareness
February 2, 1976 Southwestern Middle School Principal and Staff, regarding Career Education services.	One Administrator Three Faculty	Arranged for Middle School Faculty Presentation
February 3, 1976 Meeting with Jamestown Assistant Superintendent of Schools regarding Career Education services.	One Administrator	Greater Career Education awareness
February 6, 1976 Falconer High School Guidance Staff, regarding Career Education services.	Three Guidance Personnel	Arranged for 8th Grade Career Awareness Program Presentation
February 9, 1976 Frewsburg Elementary Faculty Presentation regarding Career Education services.	One Administrator and Eighteen Faculty	Greater Career Education awareness
February 11, 1976 Brocton Central School, In-Service Day Presentation, orientation of Career Education and services.	Three Administrators Thirty Faculty	Greater Career Education awareness

DISSEMINATION ACTIVITIES BY VERBAL PRESENTATION

DISSEMINATION ACTIVITY	AUDIENCE	RESULT OF MEETING
February 18, 1976 Chautauqua Central School Secondary Faculty presentation regarding Career Education services.	One Administrator Seventeen Educators	Career Education awareness
February 19, 1976 Chautauqua County Secondary Principal's Association presentation regarding Career Education services.	Fifteen Administrators	Career Education awareness
February 24, 1976 Tri-County Career Education Dissemination Project, Olean, New York.	Ninety Tri-County Educators	Career Education awareness
March 1, 1976 Southwestern Middle School Faculty presentation regarding Career Education services.	Twenty-two Educators	Career Education awareness
March 12, 1976 Cassadaga Valley Middle School Administrator and Guidance meeting regarding Career Education services.	One Administrator One Guidance Personnel	Arrangement of Teacher Demonstration
March 16, 1976 Career Education Dissemination Project, Binghamton Workshop, program presentor.	Over one hundred Educators	Career Education awareness
March 19, 1976 Sherman Central School Guidance Personnel meeting regarding Career Education services.	One Guidance Personnel	Arrangements of teacher demonstration in May
April 1, 1976 Career Education Mini-Conference, Concord Hotel, Lake Kiamesha, New York, program presentor.	New York State Educators	Career Education awareness
April 28, 1976 Falconer Elementary Coordinator Meeting regarding Career Education services.	One Administrator	Career Education awareness

DISSEMINATION ACTIVITIES BY VERBAL PRESENTATION

DISSEMINATION ACTIVITY	AUDIENCE	RESULT OF MEETING
May 19, 1976 Chautauqua County Guidance Counselor's Association presentation regarding Career Education services.	Twenty-three Guidance Personnel	Services provided to Thirty-five County Guidance Counselors
May 21, 1976 Chautauqua County Career Education Advisory Committee Workshop.	Two Administrators Six Guidance Personnel Six Teachers	See Section #14 Special Activities
June 1, 1976 Meeting with Jamestown Special Education Director, Mr. Norm Cszbaj, regarding Career Education services.	One Administrator	Career Education awareness

Section 14: SPECIAL ACTIVITIES

The Career Education program in Chautauqua County has been oriented towards exploring and discovering the receptiveness of the educational community to become involved in the implementation of Career Education in their schools. Through the efforts of a part-time Regional Assistant in Chautauqua County several special activities have been recognized that demonstrate their concern and involvement in Career Education.

In April 1976, because of the educational community's involvement recognized by the Regional Assistant, the Chief School Officers in the Chautauqua County confirmed the establishment of a Career Education Advisory Committee. Composed of local school staff members interested in Career Education. The Advisory Committee would assist the Career Education Coordinator by providing a communication link in organizing a Career Education program to their district. The initial meeting of the Advisory Committee was a Workshop (May 21, 1976), in which over 70% of the nineteen school districts were represented. Over 90% of the local districts reported designating a local Career Education Coordinator for future contacts by the Career Education office. The purpose of the workshop was to make the local school coordinator's more aware of the resources and services available to them in Career Education. Evaluations from the Workshop proved to be very positive (see attached workshop evaluations). Every participant in the Workshop responded 100% favorably to the following statements:

---The Workshop provided them with some helpful ideas that they could use with their students.

---Because of the Workshop, the local school coordinators are now more aware of the materials, resources, and services available to them throughout the county.

---Local school coordinators do plan to make use of the services provided by the county's Career Education office during the 1976-77 school year.

In all but one case, every participant indicated that as the local school coordinator they now have a better understanding of their role in Career Education. With almost unanimous agreement, the continuation of the Career Education Advisory Committee meeting monthly during the 1976-77 school year was voted a necessity.

It is the opinion of the Regional Assistant in Chautauqua County that the participant in the workshop demonstrated a positive concern and involvement in Career Education. Upon funding of a Chautauqua County Career Education program for the upcoming 1976-77 school year, there exist the basis for a Career Education Advisory Committee. The formation of such an Advisory Committee would play a significant role in establishing and implementing a successful Career Education program in Chautauqua County.

Another special activity established in the county demonstrating a positive involvement by community organizations in Career Education is the Vocational Readiness Program. Working in cooperation, the United Fund and the Young Women's Christian Association (YWCA) received CETA funding to employ a part-time teacher to present a tenth grade career guidance program in county school districts.

The Vocational Readiness Program is a project begun in early 1975 in Chautauqua County to reach poorly motivated young women currently attending high school. It uses an innovative method to interest them in learning the facts of jobs, careers, and marriage today, with emphasis on their planning their own futures. "Vocational Readiness Package" consists of a weeks program, tailored to fit in regular school class periods, that utilizes simulation games and role-playing, while employing peer group counselling techniques to dramatize the realities concerning women in marriage and careers today.

As of April 1976, the Vocational Readiness Program has received further funding for the expansion of their program to employ another part-time teacher to direct their services to men in similar situations.

Section 15 - ABSTRACT

CAREER EDUCATION FOR CHAUTAUQUA COUNTY

NEW YORK STATE CONSORTIUM - PROJECT NUMBER: 13:554

June 1, 1976-June 30, 1976

MAJOR ACTIVITIES:

The Chautauqua County Career Education Program was designed for increasing awareness, and for exploring the receptiveness of the educational community toward a Career Education implementation program. Through the efforts of a part-time Regional Assistant, the basis for a successful Career Education Program in Chautauqua County has been recognized. The accomplishment of all of the project objectives has been completed. The following represent the major activities that were essential in achieving those objectives.

***Forty-three full week teaching demonstrations presented by the project staff in cooperation with interested teachers. Conducted in two-thirds of the county's school districts. Over 90% of the teachers evaluated indicated that they would work harder to incorporate Career Education activities and concepts into their regular classwork.

***Twenty-two brief, one-to-two day teaching demonstrations were presented by the project staff, in cooperation with interested teachers.

***Over 1,200 Chautauqua County students were exposed to Career Education programs presented by the project staff. Of the students evaluated, over 85% responded favorably to the importance of learning about careers and career possibilities.

***Three hundred (300) Chautauqua County Resource Guides have been printed. The Resource Guide is significant for identifing both field trip sites and community resource people.

***In a questionnaire administered to Chautauqua County Administrators, over 85% of them anticipated using the services of the Career Education Office during the 1976-77 school year.

ANTICIPATED CHANGES:

Under the New York State Consortium, the direction of the Career Education Program in Chautauqua County has been towards awareness and exploration. Through the efforts of the program, a very definite and positive concern or receptiveness in Chautauqua County for a Career Education implementation program has been recognized. Based upon the positive evaluation reports provided by county administrators, teachers, and students, the basis for implementing a successful Career Education program in Chautauqua County has been demonstrated. The anticipated change for next year's project should

be directed towards successfully implementing a Career Education program that accomplishes all of the project objectives for the upcoming year, as identified in the Federal Appalachian Proposal, "Career Education for Southern Tier West".

SPECIAL ACTIVITIES:

Other significant activities that suggest the positive concern and involvement of the educational community in Chautauqua County is the formation of the Career Education Advisory Committee. Composed of local school staff members interested in Career Education. The Advisory Committee would assist the Career Education Coordinator by providing a communication link in organizing a Career Education Program in their district. The initial meeting of the Advisory Committee was a Workshop, in which over 70% of the nineteen school districts were represented. Over 90% of the local districts reported, designating a local Career Education Coordinator for future contacts by the Career Education Office. The purpose of the Workshop was to make the local school coordinators more aware of the resources and services available to them in Career Education.

Another special activity established in the county demonstrating a positive involvement by community organizations in Career Education is the Vocational Readiness Program. Working in cooperation, the United Fund and the Young Women's Christian Association received CETA funding to employ a part-time teacher to present a tenth grade career guidance program in the county school districts. The Vocational Readiness Program is a project designed to reach poorly motivated young women currently attending high school. It employs an innovative method to interest them in learning the facts of jobs, careers, and marriage today, with emphasis on their planning their own futures.

As of April 1976, the Vocational Readiness Program has received further funding for the expansion of their program to employ another part-time teacher to direct their services to men in similar situations.

Evaluation Report

Allegany BOCES

ALLEGANY COUNTY BOCES

Situated in the Southern Tier of New York State, this rural county has a population of about 47,000. There are 13 school districts with a total of 16 school buildings, 10,000 K-12 students, and approximately 570 teachers.

Allegany County received funding for career education from two sources for the 1975-76 year: $32,460 from the New York State Consortium for Career Education and $67,365 from the Appalachian Regional Commission was used to continue the Allegany County Project and to expand career education to the two adjacent counties, Cattaraugus and Chautauqua.

This career education program is a very diversified one whose main thrust is classroom demonstration teaching by the Project staff of career education lessons or units for those teachers who request it. Other components of the program include staff development activities, maintenance of a career education library at the Allegany BOCES, and numerous career education activities for the students themselves.

During the second week of August, PSE staff traveled to the Allegany County BOCES to formulate career education objectives for the 1975-76 school year with the Project staff. The final version of the tri-county evaluation plan included approximately 25 objectives of which PSE chose 11 for full evaluation. It should be understood, however, that the Project staff carried out the evaluation activities for the other objectives on their own anyway. This certainly represents a great effort on their behalf to determine the true effectiveness of their programs. The final reporting on the objectives evaluated by the Project staff internally can be found in the Project's own final report.

The discussion of the 11 objectives which PSE measured (five for teachers, four for students, and two for administrators among the three counties), the Project Director's program plan for accomplishing them, and PSE's matching evaluation plan to assess Project accomplishments follow.

ALLEGANY COUNTY BOCES

TEACHER OBJECTIVE

OBJECTIVE

At least 30 teachers will request a career education demonstration lesson/unit to be taught to their classes by the Project staff, and at least 50% of those teachers will respond favorably to the lesson/unit

PROGRAM PLAN

Target Population. Volunteers from 567 teachers

Activity. Attend staff meetings in each school conducted by the Project staff, read the career education newsletter, accept recommendations about the demonstration lessons (1-5 days) from other teachers, and attend career education workshops (requests for demonstrations will be channelled through the guidance counselors)

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Teachers' testimony

Sample Size. All teachers requesting demonstrations

Instrument. Questionnaire

Time(s) of Administration. Following each demonstration

ALLEGANY COUNTY BOCES

STUDENT OBJECTIVE

OBJECTIVE

After demonstration career education lessons, 60% of the students will evaluate the experience favorably.

PROGRAM PLAN

Target Population. 10,000 K-12 students

Activity. Participate in the career education activity with the Project staff and complete an evaluation form

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Students' testimony

Sample Size. Those who participate in demonstration lessons

Instrument. Questionnaire

Time(s) of Administration. Following the lesson

CHAUTAUQUA COUNTY AND CATTARAUGUS COUNTY

TEACHER OBJECTIVE

OBJECTIVE

13 teachers in each county will request at least one teaching demonstration unit or program from the Project staff.

PROGRAM PLAN

Target Population. Teachers in 19 Chautauqua schools and in 13 Cattaraugus schools

Activity. Respond to telephone calls and/or visitation by the Project staff

Timeline. January-May '76

EVALUATION PLAN

Data and Data Source. Teachers' statements

Sample Size. 13 teachers in each county

Instrument. Questionnaire

Time(s) of Administration. After each teaching demonstration

CHAUTAUQUA COUNTY AND CATTARAUGUS COUNTY

STUDENT OBJECTIVE

OBJECTIVE

After demonstration units, 30% of those students involved will evaluate the experience favorably.

PROGRAM PLAN

Target Population. Students in the two counties

Activity. Participate in the career education demonstration unit in class

Timeline. January-May '76

EVALUATION PLAN

Data and Data Source. Students' testimony

Sample Size. All participating students

Instrument. Questionnaire

Time(s) of Administration. After each teaching demonstration

ALLEGANY COUNTY BOCES

CATTARAUGUS COUNTY

CHAUTAUQUA COUNTY

TEACHER OBJECTIVES AND STUDENT OBJECTIVES

One of the main emphases of this Career Education Project is the use of demonstration teaching lessons and units for the purpose of showing teachers how career education can be infused into lessons and presented in classroom instruction. The demonstration teachings are presented by the members of the Project staff. Throughout the year, Project staff members have been invited by various teachers in the county to present one or more of these career education lessons or units to their class of students.

PSE developed two questionnaires to determine the effectiveness of this teaching demonstration program. A teachers' questionnaire measured the teachers' attitudes toward the career education demonstration teaching, the quality and content of the teaching, and the ways in which the teaching helped the teacher to understand career education better.

A second questionnaire was used to gather data on the students' own reactions to the career education demonstration teaching. This questionnaire allowed PSE to measure how acceptable and effective the demonstrations were for the students involved.

Both the student and teacher questionnaires were approved by the Project Director in September and were used in Allegany County throughout the school year. Tabulated results of the two questionnaires follow this narrative. It is important to note that the demonstrations were also conducted in neighboring Cattaraugus County and Chautauqua County, the two counties which the Allegany County Project Director spread career education to during 1975-76. In tabulated form, PSE has given the breakdown of the data by county for both teachers and students. The tabulation

of completed questionnaires was performed by both PSE and the Project staff on the following number of questionnaires: 31 teacher questionnaires and 659 student questionnaires for Allegany County schools; 13 teacher questionnaires and 401 student questionnaires for Cattaraugus County schools; and 21 teacher questionnaires and 862 student questionnaires for Chautauqua County schools.

Findings

First of all, the Project exceeded its goal of having 30 teachers in Allegany County and 13 teachers in each of the other two counties request teaching demonstrations; in all, 65 career education teaching demonstrations were conducted this year rather than the 56 which the Project set as its goal. In other words, more teachers asked for these teaching demonstrations than the Project staff had originally expected.

In Allegany County, the Project also hoped that 50% of the teachers would respond favorably to the program. As a matter of fact, according to the questionnaire results, 78% of the Allegany County teachers, 75% of the Cattaraugus County teachers, and 90% of the Chautauqua County teachers said that, having seen the demonstrations, they would work harder to incorporate career education activities and concepts into their students' regular classwork. These results are excellent and do seem to indicate the high quality of the teaching demonstrations.

Looking at the demonstrations themselves more closely, we found that all but a handful of the teachers in the three counties agreed that the lesson/unit was well presented and at the appropriate level of difficulty for the students. Furthermore, virtually all the teachers responded that their students showed interest in the demonstration lessons in ways such as asking questions, discussing the unit among themselves or with the teacher, and being attentive in class. Between approximately 60% and 85% of the teachers in the three individual counties also felt that their students

learned career education information which they would not have included in the traditional curriculum; thus, teachers were realizing that career education was lacking in their regular instruction. In fact, between approximately 55% and 80% of the teachers in the three individual counties felt that the demonstration lessons had given them ideas for career education lessons of their own. In this way, the demonstrations became especially motivational to the teachers because they could see ways of continuing career education with their students on their own after having had this special help from the Project staff. Furthermore, between approximately 70% and 85% of the teachers in the three individual counties felt that the demonstration lessons gave them a better understanding of career education in general. Judging from these very positive results, the career education demonstrations must have been done in a way that was both informative and interesting for students and for teachers. The teachers also seemed to have been won over to career education and to have become supportive of it.

The final proof of the good relationships which the Project staff built with these teachers lies in the fact that virtually all of the teachers indicated that they would call upon the Project staff for assistance in the future if they needed help in planning career education activities. It is, of course, most beneficial to the spreading of career education that these kinds of lines of communication remain open between a centralized agency like this Career Education Project staff and the individual teachers they serve. These results appear positive enough to indicate that this method of introducing teachers to career education or further motivating them to become involved in career education on a daily basis should be tried in other projects throughout the state.

PSE, however, did not expect the teachers' reactions to this program

to stand alone without the support of data indicating positive student reaction to the program. The Project Director hoped that the data would reveal that at least 60% of the Allegany County students and 30% of the Cattaraugus and Chautauqua County students would evaluate their experience with the teaching demonstration program favorably.

One simple way to determine whether students respond favorably to a lesson is to ask them whether they would like more lessons about the same subject, in this case careers and career choices. Students in all three counties responded very positively to this question, with 74% of the Allegany County students, 69% of the Cattaraugus County students, and 64% of the Chautauqua County students indicating that they would like more lessons about careers and career choices. Furthermore, an average of 60% of the students in all three counties also said that they would enjoy investigating careers and career choices on their own, for example, by reading books or seeing movies. In other words, these career education teaching demonstrations seemed to have sparked an interest in career education information in these students enough so that they were motivated to go out of the classroom and learn about these topics on their own. PSE feels that this finding alone is extremely indicative of a highly successful program.

Student data backed up teacher data concerning the appropriateness of the lessons for the students. Approximately 85% of the students from the three counties responded that they learned something new from the lesson, thus making the experience an intellectually stimulating one for the students.

In general, the student population (K-12) in these three counties seems to be receptive to career education instruction, since an average of approximately 88% of the students felt that learning about career pos-

sibilities and career choices was important for students their age. Since the demonstration units were done in a variety of grade levels, both elementary and secondary, these data reveal that students in many grade levels can see the value of career education.

In summary, the very positive student evaluations of the career education demonstration teaching lessons and units coupled with the very positive teachers' evaluations make this program a very attractive one for the Allegany County Project to continue as well as for other career education projects to try.

O BE COMPLETED TWO
AY[illegible] AFTER DEMONSTRATION

POLICY STUDIES IN EDUCATION

52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

ALLEGANY COUNTY SCHOOLS

ALLEGANY COUNTY BOCES

Teachers' Questionnaire on Career Education Demonstration Unit

DIRECTIONS:

Please read each statement carefully and check the box which best describes how you feel about the statement. In some cases, it will be necessary for us to rely on your judgments of your students' reactions.

No Answer		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
	1. On the whole, my students showed interest in this demonstration unit in ways such as asking questions, discussing the subject of the unit among themselves or with me, or being attentive in class.	35%	65%			
	2. More than half of my students would like more lessons about careers and career choices. (Optional: poll the students)	39%	42%	3%	16%	
	3. On the whole, my students learned career education information which I would have included in their regular classwork anyway.		32%	10%	52%	6%
3%	4. The unit was well presented.	55%	39%	3%		
	5. The level of difficulty of the unit was appropriate for my class.	39%	52%	3%	6%	
	6. I am still unconvinced of the importance of career education instruction for my class.	13%	6%	10%	55%	16%
	7. The demonstration unit gave me ideas for career education lessons of my own.	10%	45%	23%	22%	
	8. The demonstration unit did not give me a better understanding of career education.	6%	19%	6%	52%	17%
	9. I would call upon the Project Staff for assistance in the future, if I needed help in planning career education activities.	45%	42%	6%	7%	
6%	10. I will work harder to incorporate career education activities and concepts into my students' regular classwork.	30%	48%	6%	10%	

O BE COMPLETED TWO
AYS AFTER DEMONSTRATION

POLICY STUDIES IN EDUCATION

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CATTARAUGUS COUNTY SCHOOLS

ALLEGANY COUNTY BOCES

Teachers' Questionnaire on Career Education Demonstration Unit

DIRECTIONS:

Please read each statement carefully and check the box which best describes how you feel about the statement. In some cases, it will be necessary for us to rely on your judgments of your students' reactions.

No Answer		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	On the whole, my students showed interest in this demonstration unit in ways such as asking questions, discussing the subject of the unit among themselves or with me, or being attentive in class.	38%	62%			
2.	More than half of my students would like more lessons about careers and career choices. (Optional: poll the students)	25%	42%	17%	16%	
3.	On the whole, my students learned career education information which I would have included in their regular classwork anyway.		8%	9%	83%	
4.	The unit was well presented.	46%	54%			
5.	The level of difficulty of the unit was appropriate for my class.	38%	47%		15%	
6.	I am still unconvinced of the importance of career education instruction for my class.	8%			62%	30%
7.	The demonstration unit gave me ideas for career education lessons of my own.	8%	67%	8%	17%	
8.	The demonstration unit did not give me a better understanding of career education.	8%		8%	59%	25%
9.	I would call upon the Project Staff for assistance in the future, if I needed help in planning career education activities.	23%	62%	15%		
10.	I will work harder to incorporate career education activities and concepts into my students' regular classwork.	17%	58%	17%	8%	

TO BE COMPLETED TWO DAYS AFTER DEMONSTRATION

POLICY STUDIES IN EDUCATION

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CHAUTAUQUA COUNTY SCHOOLS

ALLEGANY COUNTY BOCES

Teachers' Questionnaire on Career Education Demonstration Unit

DIRECTIONS:

Please read each statement carefully and check the box which best describes how you feel about the statement. In some cases, it will be necessary for us to rely on your judgments of your students' reactions.

Answer	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. On the whole, my students showed interest in this demonstration unit in ways such as asking questions, discussing the subject of the unit among themselves or with me, or being attentive in class.	52%	38%	5%	5%	
2. More than half of my students would like more lessons about careers and career choices. (Optional: poll the students)	47%	38%	5%	5%	
3. On the whole, my students learned career education information which I would have included in their regular classwork anyway.	9%	10%	5%	66%	5%
4. The unit was well presented.	52%	43%		5%	
5. The level of difficulty of the unit was appropriate for my class.	28%	57%	5%	5%	
6. I am still unconvinced of the importance of career education instruction for my class.	10%		5%	28%	57%
7. The demonstration unit gave me ideas for career education lessons of my own.	38%	43%	5%	14%	
8. The demonstration unit did not give me a better understanding of career education.		19%	10%	24%	47%
9. I would call upon the Project Staff for assistance in the future, if I needed help in planning career education activities.	52%	43%	5%		
10. I will work harder to incorporate career education activities and concepts into my students' regular classwork.	33%	57%	5%	5%	

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ALLEGANY COUNTY SCHOOLS

POLICY STUDIES IN EDUCATION
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ALLEGANY COUNTY BOCES

Students' Evaluation of Career Education Demonstration Unit

School _____

Teacher _____

Grade _____ Period _____

1. Check the instructor(s) who presented the unit and write down the number of days each instructor spent in your class.

	Number of Days
___ Mr. Gutowski	___
___ Mr. Hanks	___
___ Mr. Keller	___
___ Mrs. Serio	___

2. Did you learn anything new?

88% yes 8% not sure 4% no

3. Would you like more lessons about careers and career choices?

74% yes 17% not sure 9% no

4. As a result of this unit, would you enjoy investigating careers and career choices on your own, for example, by reading books or seeing movies?

64% yes 26% not sure 10% no

5. Are you better prepared to think about possible career choices now than you were before this unit?

48% much better prepared
43% a little better prepared
2% not better prepared
6% not sure

6. Is learning about career possibilities and career choices important for students your age?

88% yes 8% not sure 4% no

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CATTARAUGUS COUNTY SCHOOLS

ALLEGANY COUNTY BOCES

Students' Evaluation of Career Education Demonstration Unit

School _____

Teacher _____

Grade _____ Period _____

1. Check the instructor(s) who presented the unit and write down the number of days each instructor spent in your class.

	Number of Days
___ Mr. Gutowski	___
___ Mr. Hanks	___
___ Mr. Keller	___
___ Mrs. Serio	___

2. Did you learn anything new?

84% yes 12% not sure 4% no

3. Would you like more lessons about careers and career choices?

69% yes 24% not sure 7% no

4. As a result of this unit, would you enjoy investigating careers and career choices on your own, for example, by reading books or seeing movies?

54% yes 33% not sure 13% no

5. Are you better prepared to think about possible career choices now than you were before this unit?

38% much better prepared
50% a little better prepared
4% not better prepared
8% not sure

6. Is learning about career possibilities and career choices important for students your age?

87% yes 11% not sure 2% no

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CHAUTAUQUA COUNTY SCHOOLS

ALLEGANY COUNTY BOCES

Students' Evaluation of Career Education Demonstration Unit

School _____

Teacher _____

Grade _____ Period _____

1. Check the instructor(s) who presented the unit and write down the number of days each instructor spent in your class.

	Number of Days
___ Mr. Gutowski	___
___ Mr. Hanks	___
___ Mr. Keller	___
___ Mrs. Serio	___

2. Did you learn anything new?

84% yes 9% not sure 7% no

3. Would you like more lessons about careers and career choices?

64% yes 23% not sure 13% no

4. As a result of this unit, would you enjoy investigating careers and career choices on your own, for example, by reading books or seeing movies?

62% yes 24% not sure 14% no

5. Are you better prepared to think about possible career choices now than you were before this unit?

27% much better prepared
62% a little better prepared
5% not better prepared
6% not sure

6. Is learning about career possibilities and career choices important for students your age?

88% yes 9% not sure 3% no

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ALLEGANY COUNTY BOCES

TEACHER OBJECTIVE

OBJECTIVE

13 guidance counselors will request and use the services provided by the Project staff (e.g., sample materials).

PROGRAM PLAN

Target Population. 16 guidance counselors

Activity. Telephone contacts or visitations from the Project staff

Timeline. September '75-June'76

EVALUATION PLAN

Data and Data Source. Guidance counselors' testimony

Sample Size. 16

Instrument. Questionnaire

Time(s) of Administration. June

ALLEGANY COUNTY BOCES

TEACHER OBJECTIVE

OBJECTIVE

13 guidance counselors will schedule or carry out at least one career education activity for one or more students.

PROGRAM PLAN

Target Population. 16 guidance counselors

Activity. Consult with Project staff about career education activities and ideas

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Guidance counselors' testimony

Sample Size. 16

Instrument. Questionnaire

Time(s) of Administration. June

ALLEGANY COUNTY BOCES TEACHER OBJECTIVES

Because the Allegany County Project has had limited interaction in the past with the schools' guidance counselors, the staff was interested in strengthening this relationship in order to stimulate implementation of career education by guidance counselors this year. PSE designed a questionnaire to gather information on the kinds of career education activities these guidance counselors were undertaking, the number of students who were being affected, the adequacy and use of available career education instructional materials and services, and the guidance counselors' interaction with the Project staff. The questionnaire was slightly modified and approved by the Project staff who then distributed the questionnaires to the 16 guidance counselors. Thirteen of the guidance counselors returned completed questionnaires to PSE in June and July, and these then were tabulated and analyzed.

Findings

PSE determined that the Project Director fully met one of these two objectives and came close enough to the other that, for all practical purposes, it could also be considered as accomplished. First, all 13 guidance counselors indicated that they had requested or used the services of the Career Education Project staff, thus precisely meeting the first guidance counselors objective. Second, only 12 of the 13 respondents indicated that they had worked with students on career education activities; however, since the objective specified that the activities be carried out for one or more students and the data indicate that each counselor undertook activities with many more students than that, we could consider that this objective was accomplished. Indeed, all 12 guidance counselors indicated that they had worked with 11 or more students, with eight of them indicating

that they had carried out career education activities with more than 100 students. In other words, the data revealed a much higher level of student participation in career education through their guidance counselors than the objective had called for and perhaps these findings indicate a greater commitment to career education in general than has been evidenced by these guidance counselors previously.

The majority of the respondents indicated that they were performing the following kinds of career education activities: advising students about college or job application procedures and choices; scheduling county career days; working with standardized test procedures, applications, or results; offering individual students guidance in the areas of self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement; administering career aptitude and interest tests and interpreting them for students; working with groups of students in career guidance activities; working with staff concerning career education; ordering career education materials and supplies; facilitating work/study programs; and working with teachers to develop classroom programs which infuse career guidance concepts. It is obvious that these activities cover a broad spectrum of types of involvement in career education--with students, staff, community, and materials and programs. Furthermore, the level of commitment is quite high for each of the activities.

Sixty-nine percent of the respondents noted that the career education materials available were of sufficient quantity, and the most popular materials available in Allegany County seem to be the standard career education reference materials (such as the Dictionary of Occupational Titles or the Occupational Outlook Handbook), the Allegany County Career Education Newsletter, and catalogs of community speakers and community field trips.

In summary, many guidance counselors indicated that they had excellent cooperation from a hard-working Project staff who had helped them by providing the following kinds of services: consultative service in group guidance programs, classroom teacher in-services, an understanding of what career education really means, various guidance materials and teaching units, assistance in developing career education goals and objectives, assistance in developing a career resource room, and assistance in coordinating classroom speeches and career days. The list of services provided by the Project staff was much longer, and those mentioned above are only representative of the more extensive list.

On the whole, it seems apparent that the Project staff did work hard in trying to win the support of the Allegany County guidance counselors and were successful this year. The Project staff provided numerous services to these guidance counselors and, in turn, the guidance counselors truly performed well in carrying out career education activities with the students.

The tabulated results of the questionnaire follow.

POLICY STUDIES IN EDUCATION
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ALLEGANY COUNTY CAREER EDUCATION PROJECT

GUIDANCE COUNSELOR QUESTIONNAIRE

This questionnaire is designed to identify your knowledge of, attitudes toward, and involvement in career education. It is an important part of a study which Policy Studies in Education is carrying out for Pam Serio, the Career Education Project Director for the Allegany BOCES. Your answers will help shape new and existing career education programs.

All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual.

We thank you in advance for your time and cooperation.

Name of your school: _____

Date completed: _____

Are you a full-time or part-time guidance counselor?

___ full-time ___ part-time

Circle the grade(s) you are currently working with.

K 1 2 3 4 5 6 7 8 9 10 11 12

How many students are you responsible for? _____

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1. Place a check next to those career education activities you perform.

85% Offering individual students guidance in the areas of:

- 85% self-awareness and assessment
- 85% career awareness and exploration
- 85% career decision making
- 76% career planning and placement

100% Advising students about college or job application procedures and choices

92% Working with standardized test procedures, applications, or results (e.g., the College Entrance Examination Board SATs)

62% Working with teachers to develop classroom programs which infuse career guidance concepts

76% Working with groups of students in career guidance activities

85% Administering career aptitude and interest tests and interpreting them for students

38% Designing and conducting individual or group exploration programs

38% Special interest programs

69% Working with staff concerning career education

31% Working with teachers in implementation

100% Scheduling county career days

38% Values clarification activities

15% Shadow projects

62% Facilitating work/study programs

69% Ordering career education materials and supplies

8% Other (please specify) _____

2. Approximately how many students have you worked with on career education activities?

- 0% 0
- 0% 1-10
- 8% 11-25
- 0% 26-50
- 8% 51-75
- 8% 76-100
- 69% More than 100
- 8% No answer

3. Check in Column A those career education instructional materials that have been available to you this school year. Check in Column B those that you have used.

A AVAILABLE	B USED	MATERIALS
46%	23%	Pre-packaged group counseling
85%	62%	Allegany County Career Education Newsletter
69%	31%	Career Education Monthly Minutes
54%	38%	Career World Magazine
69%	23%	Curriculum guides
62%	31%	Career education units
62%	15%	Career education lessons
76%	54%	Audio-visual products
69%	46%	Bibliographies of career education materials
54%	38%	Books, games, and student materials
38%	23%	List of goals and objectives
85%	85%	Career education reference materials such as the Dictionary of Occupational Titles or the Occupational Outlook Handbook
85%	54%	Catalogs of community speakers
76%	54%	Catalogs of community field trips
76%	54%	Information about available jobs
76%	69%	General information about career education throughout your school system
62%	38%	CVIS
0%	0%	Other (please specify) _____
0%		NOTHING WAS AVAILABLE

4. Are career education materials adequate in quantity?

69% Yes 23% No

5. What additional materials would you like to be made available to you?

* More audio-visual materials -- particularly on specific jobs
* More decision making units
* Updated Occupational Outlook Handbook

6. Have you requested or used the services of the career education project staff?

100% Yes 0% No

If yes, what kinds of services? For example, providing pre-packaged guidance materials; assisting in developing goals and objectives.

See box below.

7. What services would you like to be made available to you?

* maintain existing service

* resource people in area of career education

* special sessions with students as need arises

* more teaching awareness

* in-service program for local school staff, presented by the County Career Education staff

* help in implementing and carrying out programs

* job placement for seniors

providing:
- classroom teacher in-service
- consultative service in group guidance programs
- an understanding of the variety of career education
- 8th grade units on careers, 10th and 11th grade units on job seeking skills
- elementary level aids
- 8th grade teaching unit
- guidance material

assistance in:
- implementing Special Interest Self Exploration courses
- developing:
  goals and objectives, value classification
  junior high awareness
  8th grade orientation
  career resource room
  guidance program
  10th grade career exploration program

coordinating:
  classroom speeches
  career day

(Have had excellent cooperation from the hard-working staff)

ALLEGANY COUNTY BOCES

STUDENT OBJECTIVE

OBJECTIVE

75% of the students attending "Practical Skills for Job Seekers" will respond favorably to the sessions.

PROGRAM PLAN

Target Population. Seniors who participate in the program

Activity. Attend the sessions

Timeline. Fall '75

EVALUATION PLAN

Data and Data Source. Students' testimony

Sample Size. Approximately 300 seniors

Instrument. Questionnaire

Time(s) of Administration. Following the sessions

ALLEGANY COUNTY BOCES STUDENT OBJECTIVE

During the fall and winter of 1975, the Allegany Project staff members conducted sessions of the "Practical Skills for Job Seekers" course for high school vocational education seniors. As the course title indicates, students were drilled on job-getting skills such as completing application forms, composing a resumé, and going through a job interview. In addition, the course helped these students to identify their interests, values, and abilities and to understand how these relate to a career choice. Information was also given to them about the identification of advantages and disadvantages of different jobs and the kinds of things which should be considered when choosing a career.

PSE staff had the pleasure of attending two of these sessions while on a site visit in Allegany County. The Project staff members who conducted the sessions were bright, well informed, and well organized and were able to hold the attention of a challenging group of students. The students were responsive and attentive and took part in the discussions freely. On the whole, our first-hand observation indicated that the program was a great success.

Upon completion of the three-day course, each student was asked to complete an evaluation form to assess the program's effectiveness. The evaluation form, which can be found in the Appendix of this report, was developed by the Allegany County Project staff and approved by PSE for use. The Project staff also tabulated the 302 completed forms and presented the data analysis which follows.

Findings

The following paragraphs represent the summary of the student evaluation

forms completed by seniors following "Practical Skills for Job Seekers."

PSE concurs with this analysis by the Project staff:

> Each of the 302 students completing the evaluation indicated the program was helpful in some way in acquiring the practical skills necessary for a job seeker.
>
> Specifically, ninety-five percent of the students indicated they are now familiar with the procedure of completing an application form and a personal resumé. Furthermore, over ninety percent of the participating students indicated they are presently aware of at least five sources for job contacts and now have a better understanding of their own interests, values, and abilities regarding individual career choice.
>
> Seventy percent of the students indicated they are knowledgeable and confident enough about themselves to conduct a successful personal interview. This comparatively lower percentile might be attributed to the fact that the evaluations were completed before those students desiring to take advantage of the optional personal interview actually had an opportunity to participate in the service.
>
> In asking for any suggestions to further improve the program, all comments clearly indicated the program was most helpful regarding the skills needed to secure a job. However, the majority expressed that a longer program was needed in order to acquire the practical skills necessary for job seeking.

Although PSE is not sure that a longer program presented at one time is needed, a new approach might be to present the original program in the beginning of the year as the Project staff is now doing and then to have a few follow-up sessions near the end of the school year when these vocational education seniors most definitely will need to brush up on their skills as they enter the job market. Furthermore, since the response to the program has been so good, the course might now be offered to seniors in an academic high school program. The chances are that many of these students may not be going on to college, but at any rate, could at least benefit from this course as they look for summer employment. In that way, the course would be most beneficial to the college-bound student as well, and these skills will still be needed following a four-year college education.

Finally, PSE has seen a course similar to this tried at other grade levels around the country, even as early as the ninth grade. We feel, however, that placing such a course at the twelfth grade level is perhaps the most beneficial because these students are nearest to entering the job market. While these skills are useful to younger students for securing summer employment or part-time employment, this in-depth coverage is still most important to high school seniors.

Since the materials to implement this course have been compiled into a teacher's edition booklet and student's booklet, this product might be a candidate for dissemination on a statewide basis.

ALLEGANY COUNTY BOCES

ADMINISTRATOR OBJECTIVE

OBJECTIVE

After attending a workshop, five supervisory principals or building principals will endorse career education by completing one or more of the following: (1) emphasize career education at a faculty meeting; (2) allow a Project staff member to make one formal career education presentation to the faculty; (3) ask all teachers if they are using career education; or (4) request readministration of evaluation forms given out in spring, 1975, if their school's return percentage was low.

PROGRAM PLAN

Target Population. All Allegany County supervisory principals and/or building principals

Activity. Attend the workshop run by the Project staff

Timeline. August '75

EVALUATION PLAN

Data and Data Source. Principals' testimony

Sample Size. All those attending the workshop

Instrument. Telephone interview guide

Time(s) of Administration. Fall

ALLEGANY COUNTY BOCES ADMINISTRATOR OBJECTIVE

To try to gain administrative support for career education, the Project staff conducted an August 20, 1975, workshop which dealt with topics such as the implementation of career education in the elementary school and curriculum development in junior and senior high school by infusion of career education. PSE developed a telephone interview guide designed for use with the 16 administrators who attended the workshop in order to determine whether the administrators were discussing career education at subsequent faculty meetings, inviting the Project staff to make formal career education presentations to their faculties, asking their teachers informally if career education activities were being used in the classrooms, or readministering a Career Education Survey on teachers' attitudes which the Project staff had conducted in the spring of 1975. In other words, PSE sought to determine the effectiveness of the workshop in producing some degree of implementation of career education by these administrators. PSE made the round of telephone calls in the fall and then tabulated and analyzed the responses.

Findings

The data revealed that the Project Director more than met her objective which would have required only five of the interviewees to answer "yes" to any of the questions which we asked (that is, a "yes" response would indicate that they were performing one of the desired career education activities). In fact, all 16 responded positively to at least one of the questions which we asked and, in many cases, responded positively to more than one of the questions.

For example, 15 of the 16 administrators indicated that they had emphasized career education at a faculty meeting in their school. Eleven of

the administrators responded that they had invited the Project staff to make a formal career education presentation to the faculty, and the same number of interviewees indicated that they had asked their teachers if they used career education activities in their classrooms (for example, during classroom visits or in informal meetings). Several more of the interviewees replied that they were planning to carry out these activities later in the year. All of these results taken together represent a strong commitment to career education on the part of these sampled Allegany County administrators.

Since five of the administrators worked in schools which had had a low percentage of returns of the completed Career Education Survey of teachers' attitudes toward career education conducted by the Project staff in the spring of 1975, these administrators were asked if they would readminister this survey so that the Project staff might obtain more complete and accurate results. One of the administrators responded that he had already readministered the survey and another promised to do so later in the year.

Many of the administrators commented on the value of career education, both in general and in their particular schools. Frequent mention was made of the Project staff and the various programs they had presented in the different schools, and all such comments were favorable. Every one of the administrators seemed sincerely interested in the Career Education Project and was very helpful in providing data to PSE. Two problems which were mentioned as affecting involvement in the Career Education Project were the budget crises and teachers' union negotiations. Of course, the Project itself cannot be held responsible for these kinds of problems and, in fact, seems to have overcome them on many fronts.

ALLEGANY COUNTY BOCES

TABULATED RESULTS OF THE
TELEPHONE INTERVIEW GUIDE FOR ADMINISTRATORS

1. Have you emphasized career education at a faculty meeting in your school?

Yes	15 out of 16
No	1 out of 16

2. Have you invited Pam (the Project Director) or her staff to make a formal career education presentation to the faculty?

Yes	11 out of 16
No	5 out of 16
But done last year	3 out of 5 "no" respondents
But planning to later this year	1 out of 5 "no" respondents

3. Have you asked any of your teachers if they are using career education activities in their classrooms (for example, during classroom visits or in informal meetings)?

Yes	11 out of 16
No	5 out of 16
But planning to later this year	2 out of 5 "no" respondents

4. Have you readministered the Career Education Survey on teachers' attitudes conducted last spring?

Yes	1 out of 5
No	4 out of 5
But planning to later this year	1 out of 4 "no" respondents

CATTARAUGUS COUNTY

ADMINISTRATOR OBJECTIVE

OBJECTIVE

Ten administrators will respond favorably to the monthly career education newsletter, and four administrators will plan to include career education in their proposed 1976-77 activities.

PROGRAM PLAN

Target Population. 25 administrators in Cattaraugus County

Activity. Receive and read monthly newsletters and/or talk with Project staff during visitations

Timeline. September '75-May '76

EVALUATION PLAN

Data and Data Source. Administrators' testimony

Sample Size. 20 administrators

Instrument. Questionnaire

Time(s) of Administration. June-July

CATTARAUGUS COUNTY ADMINISTRATOR OBJECTIVE

The Project Director was also interested in determining the administrative support for career education which existed in Cattaraugus County, one of the counties to which the Project tried to spread career education this year. In particular, the Project staff was interested in the administrators' reactions to the monthly career education newsletters which were one of the major ways the Project staff publicized their efforts and career education in general throughout the three counties.

PSE developed a telephone interview guide which was used with 20 school administrators in June and July to assess their reactions to the newsletters, the Project itself, and career education in general.

Findings

Again, the Project Director certainly exceeded her objectives of having ten administrators respond favorably to the newsletters and four administrators plan to include career education in their proposed 1976-77 activities.

All of the administrators noted that they had received some of the five newsletters which were issued during the school year, and 70% of the 20 respondents indicated that they had received all five of the newsletters. 95% of the interviewees felt that the newsletters provided interesting and appropriate career education information and suggested activities, and 80% of the interviewees felt the newsletters were well written and presented in an attractive format. In other words, the newsletters were rated highly in quality of both content and appearance.

Furthermore, 35% of the respondents knew that teachers in their schools participated in some career education activities as a result of reading

about them in the newsletters (such as attending workshops and conferences). These findings demonstrate that the publicity was producing real results, and indeed more teachers may have participated in career education activities than these administrators even knew about. All the interviewees indicated that they would like to receive these newsletters again next year.

In reviewing these newsletters, PSE found them to be interesting, informative, and certainly indicative of the many career education activities which were being carried out in the tri-county area during the year. We would certainly recommend continuation of the publication of the newsletters.

In response to the second part of the objective, certainly more than four administrators planned to include career education activities in their plans for the 1976-77 school year. In fact, ten or more administrators indicated that they have included the following career education activities in their plans: career days, field trips, in-service workshops/meetings, teaching demonstrations by the Allegany County Career Education Project staff, recruiting community resources, career education curriculum development/infusion, presentations to the faculty by the Allegany Career Education Project staff, and issuing a policy statement in support of career education. These activities represent a wide range of possible career education activities and signify that the administrators are planning to work on career education from a number of approaches (curriculum development, teachers' skill development, and student activities). The fact that ten of the 20 administrators are issuing a policy statement in support of career education is particularly encouraging and hopefully will produce additional motivation for the teachers as well as increased commitment on the part of the Boards of Education and other community leaders and representatives.

In general, the administrators' attitudes were favorable towards career

education, and they should provide a sound basis of support for further career education implementation in their schools. Eighty-five percent of the respondents, for example, felt that career education instruction and activities were very valuable for students in their districts. In addition, 95% of these administrators felt that the Project staff had been fairly or very helpful in providing career education materials and services to them, their staff, and their teachers during the 1975-76 school year. Thus, the Project staff seems to have built a good and trusting relationship with these administrators.

In an attempt to assess the future needs of this county, PSE asked the administrators to indicate the kinds of materials and services they would like the Project staff to provide for them during the 1976-77 school year. Representative responses included: curriculum guides, information about what services the BOCES provides, research and surveys regarding resource people in the community, videotapes for staff viewing which demonstrate career education infusion in the classroom, more newsletters, more practical help in infusing career education in the classroom, workshops for teachers, continued work with various grade levels, and continued provision of a contact person for their county with the BOCES. These comments should give the Project Director some ideas for next year, although PSE feels that many of these and other comments were already being considered in the Project's plans for the future.

The tabulated results of the 20 telephone interviews follow.

POLICY STUDIES IN EDUCATION
475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684 • 6940

Allegany County BOCES

Telephone Interview Guide for Administrators

This is _____ calling from Policy Studies in Education in New York City. We are working with the New York State Education Department to determine the value of different activities in seven career education projects so we can help the state plan for the future. Several of our staff members have been working with Pam Serio, Allegany County's Career Education Coordinator, and she gave us the names of your county's administrators so we could call you to find out the status of career education in your schools. I would like to ask you several questions in order to determine your involvement in career education.

Name: _____

Position: _____

School: _____

Interview date: _____

1. Have you received any of the 5 Tri-County Career Education Newsletters?

September '75	75% Yes	10% No	Number received:	5% 1
December '75	70% Yes	15% No		5% 2
January '76	75% Yes	10% No		10% 3
February '76	80% Yes	5% No		0% 4
April-May '76	80% Yes	5% No		70% 5
(If no for all 5 responses, skip to question 6)				10% some

2. In general, did the newsletters provide interesting and appropriate career education information and suggested activities?

95% Yes 0% No 5% No opinion

3. To your knowledge, did you or your teachers participate in any specific career education activity as a result of reading about it in a newsletter (e.g., a conference)?

35% Yes 40% No 15% Don't Know 10% No Answer

If yes, describe briefly: *attended workshops; *attended all conferences; *career clusters; *classroom activities; *brought in visitors; *took trips; *visited BOCES; *Professional Day

4. In general, were the newsletters well written and presented in an attractive format?

80% Yes 15% No 5% No opinion

5. Would you like to receive newsletters again next year?

100% Yes 0% Maybe 0% No 0% No opinion

6. What kinds of career education activities have you, your staff, your teachers, or the students been engaged in during the 1975-76 school year?

90% In-service workshops/meetings
70% Career Days
90% Field trips
45% Teaching demonstrations by the Allegany County Career Education Project staff
75% Presentations to the faculty by the Allegany County Career Education Project staff
75% Recruiting community resources
75% Career education curriculum development/infusion
60% Other (please specify) _____

7. How valuable do you feel career education instruction and activities are for students in your district?

85% Very valuable
10% Fairly valuable
5% Not very valuable
0% Not valuable at all

8. Do you feel your teachers would rate career education as a priority for the students in your district?

55%Yes 15%Maybe 25% No 5% No opinion

9. How capable do you feel you are of explaining career education to your students' parents or to other school personnel?

20% Very capable
65% Fairly capable
15% Not very capable
0% Not capable at all

10. What career education activities have you included in your plans for the 1976-77 school year?

85% In-service workshops/meetings
95% Career Days
95% Field trips
85% Teaching demonstrations by the Allegany County Career Education Project staff
75% Presentations to the faculty by the Allegany County Career Education Project staff
95% Recruiting community resources
95% Career education curriculum development/infusion
50% Issuing a policy statement in support of career education
35% Other (please specify) _____

_____

11. How helpful has the Allegany County Career Education Project staff been in providing career education materials and services to you, your staff, and your teachers this year?

55% Very helpful
40% Fairly helpful
5% Not very helpful
0% Not helpful at all

12. What materials and services would you like the Allegany County Career Education Project staff to provide for the 1976-77 school year?

--See next page--

12. Materials:

- Teachers need a directory on materials and speakers available
- Materials to make children aware of trips available
- Curriculum guides
- Information about what services BOCES provides
- Research and surveys regarding resource people in the community
- Any material that would create interest in teaching career education
- Video tapes for staff viewing, demonstrating infusion of career education into the classroom
- Continue materials already provided

Services:

- Need more newsletters
- Continue to update resource file
- Continue to provide contact person
- Provide resource people
- More practical help on infusion of career education into classrooms
- Act as a catalyst--pull together information, current literature, and practices. Need more leadership, stimulation and coordination
- Help get teachers involved with career education
- Workshops for teachers
- Do work with grade levels as done in the past
- Continue services already provided

Program Performance Report

East Aurora U.F.S.D.

PROJECT PERFORMANCE REPORTS

1. Project Number	2. Grant Number	3. Nature of Report
13.554	60939	Final

4. Project Title

New York State Consortium
for Career Education

5. Period Covered by This Report

From (Mo. Day, Yr.) To (Mo. Day, Yr.)
July 1, 1975 June 30, 1976

6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11)

X Incremental _ Settings _ Populations _ Training _ Communication _ St. Plan

7. Name of Project Coordinator -- Clifford B. Garrison

8. Name and Address of Grantee/Assistance Contractor Institution

East Aurora Union Free
School District
East Aurora, New York 14052

SUMMARY OF ORIGINAL 1975-76 PROPOSAL AND OUTCOMES ACHIEVED

STATED OBJECTIVE I: By June, 1976 the East Aurora School District will expand local career education programs in terms of: services to more students developing an integrated district program of career education, and services to more staff including the use of CMP.

SUB-OBJECTIVE 1 Services to more students

CMP ACTIVITIES	Persons Involved Role	Quantity	Projected Product	Achieved Outcome
A. Concentrating on Grades 8 and 11 offer CMP to at least 200 pupils	Students		Individual pupil summary charts and group leader reports	-Each student completed his own Summary of CMP
	Gr. 8	280		-Group leaders recorded and reported to the evaluator (Policy Studies in Education, New York City)
	Gr. 9 & 10	84		
	Gr. 11	106		-Video recording of peer leader groups in the high school
	Gr. 12	14		
	Total	484		
B. CMP Wrap-up: An 8th Grade Career Day	Counselor	1		-Summary report reveals widespread collaboration and a successful program.
	Students			-Guest speakers were introduced and all 17 were well received in 51 sessions as students gained new awareness of careers and the community.
	"Introducers"	45		
	Participants	280		
	Teachers(8th Gr)	21		
C. High School Resource Room program	Teachers and Aide	3	Note: Regents Statement of Goals - #1 refers to basic skills needed for life/career preparation	-84 completed programs to foster student self-direction and motivation
D. Basic Reading Grant and Career Education as a follow-up to CMP	IMC librarian and Technicians	3		-E.S.E.A. Title II grant for approximately $1200 of career literature and media for teachers and students in the Elementary, Middle and High School

STATED OBJECTIVE I (continued)

SUB-OBJECTIVE 2 Developing an integrated district program of career education

CMP Activities	Persons Involved Role	Quantity	Projected Product	Achieved Outcome
A. Contact personnel and survey career education activities in the 5 district schools: specific objectives and scope	Teachers		Organized data	-completed data and evaluation of patterns -See appendices 1 - 3.
	Elementary	49		
	Middle	17		
	Secondary	55		
	Counselors	6		
	Administrators	11		
	Other	3		
B. Use survey data and CMP group reports to summarize needs and set priorities	District Administrators	11	Integrated district career education program with priorities and strategies	Interim district career education program with operating strategies pending district-wide priortization based on a comprehensive plan of wide collaboration

SUB-OBJECTIVE 3 Services to more staff including the use of CMP

A. Staff orientations to career education in the district	Teachers Middle School		Individual staff summaries of the District career education program and specific strategies such as CMP	-Teachers capable and desiring to lead CMP -Teachers aware of career education and able to foster class activities
	-Completed Workshop	9		
	-Involved in program with 8th Grade	21		
	High School Teachers		Individual staff summaries of the district career education program and specific strategies such as CMP	-Own CMP Summary charts -Added support for effective career education -84 completed student programs
	-Completed Peer-led Workshops	2		
	-Received briefings	10		
	-Led CMP groups	2		

SUMMARY OF STATED OBJECTIVE I

East Aurora educational personnel involved in CMP activities and follow-up

Total Personnel		
Students	484	
Teachers	13	
Counselors	6	
Administrators	11	
Parents	24	
Business/Industry/Professional	17	(Middle School)
	28	(High School)

STATED OBJECTIVE II: By June 1976 the East Aurora project will provide CMP dissemination workshops through the use of the 1975 Version Career Motivation Project - E.S.E.A., Title III, (Counseling and Testing) Bureau of Guidance (SED)

SUB-OBJECTIVE 1 CMP dissemination workshops within the consortium

CMP Activities	Persons Involved Role	Quantity	Projected Product	Achieved Outcome
CMP Workshops for group leaders				
1) Rural Districts Conference, Owego, New York (7 schools)	Counselor/ Teacher	12	Workshop summary report for each separate workshop	Each participant completed workshop, receiving materials and background needed to lead CMP groups
2) Alleghany and Cattaraugus-Chautauqua BOCES, Olean, New York (18 schools)	Counselor/ Teacher	23	Same as above	Same as above
3) Erie #1 and Niagara-Orleans BOCES, Buffalo, New York (22 schools)	Counselor/ Teacher	29	Same as above	Same as above
4) Grand Island Central Schools (3 schools) Grand Island, New York	Counselors	7	Same as above	Same as above
5) Hamburg Central Schools Hamburg, New York (2 schools)	Counselors	11	Same as above	Same as above

SUB-OBJECTIVE 2 CMP dissemination workshops outside the consortium

A. CMP Workshops for Group Leaders

1) Long Island Counselors and Admissions Counselors Association Dowling College (36 schools, 3 colleges)	Counselors	44	Workshop summary report for each separate workshop	Each participant completed workshop receiving materials and background needed to lead CMP groups
2) Sewanhaka High School District, Floral Park, Long Island, New York (8 schools)	Counselors	34	Same as above	Same as above

STATED OBJECTIVE II (continued)

SUB-OBJECTIVE 2 (continued

	Persons Involved Role	Quantity	Projected Product	Achieved Outcome
A. CMP Workshops for Group Leaders				
3) Genesee Valley School Counselors Association, Retsof, New York (11 schools)	Counselors	16	Workshop summary report for each separate workshop	Each participant completed workshop receiving materials and background needed to lead CMP.
4) Bay Shore BOCES, Patchogue, Long Island, New York (26 schools)	Counselors	42	Same as above	Same as above
B. New York State Education Department Career Education Regional Conferences				
1) Rochester (19 schools)	Administrator/ Counselor/ Teacher	28	Overview of CMP materials and process	Materials to lead groups provided. Those who are experienced group leaders are ready to lead CMP.
2) Oneida-Herkimer (12 schools)	Administrator/ Counselor/ Teacher	18	Same as above	Same as above
C. S.E.A.C.A.M.P. Project, Manhattan, New York (5 schools)	Teachers	14	Same as above	Same as above

SUMMARY OF STATED OBJECTIVE II

	Total Personnel	
State-wide educational personnel involved in CMP workshops	Teachers	23
	Counselors	232
	Administrators	23

OBJECTIVE III: Objectives not initially or formally stated in original proposal

SUB-OBJECTIVE 1 Maintain existing East Aurora programs in career education

Existing Career Education Activity	Persons Involved: Role	Persons Involved: Quantity	Anticipated Outcomes
A. Regular classroom experiences Note page 3, item 6 of District Career Education Survey, Appendix 2	Teachers Elementary Middle School Secondary	 30 9 29	Career education development of the student including awareness and exploration
B. Regular Guidance activities: Student-Parent orientations Evaluation and assessment, Workshops and counseling	Counselors Middle School Secondary	 2 4	Improved understanding of current career information, options available and possible courses of action
1) -General career conference -Health careers conference -Specific conferences	Business Reps Medical Reps Business/Industry/ Professions College Reps	7 8 30 71	Career Conferences: General, Health Careers, Business/ Industry/Professions, colleges and post-secondary schools
2) Parent/Student programs -9th Grade Orientation and Career Education	Parents/Students	c.100	Current career information, options available and possible courses of action
-11th Grade College and Careers	Parents/Students	c.150	
3) BOCES Vocational Programs -10th Grade Orientation Assembly -Visit to Ormsby Center	BOCES Reps Counselors Students (Gr. 10) Visiting BOCES	2 4 c.235 c.120	Same as above
4) Individual Junior Parent/Student Conferences (over 20 accomplished during summer of 1975)	Parents Parents-summer All Junior Students	c. 30 c. 23 c.275	Same as above
5) BOCES #2 Cooperative Project (Iroquois) to use Niagara Frontier Industry Education Council (business-labor-industry-professionals)	Counselor	1	Same as above Year-long plan for career speakers 1975-76

OBJECTIVE III (continued)

SUB-OBJECTIVE 2 Foster additional career education collaboration in East Aurora through this Consortium

Career Education Activity	Persons Involved: Role	Persons Involved: Quantity	Achieved Outcome
A. Planning and Implementation	Administrators	11	District Survey and Committee Review of Report
	Counselors	3	Career Workshops and coordination of College/Career Representatives
	Counselors	2	Development and implementation of CMP peer leaders
	Counselors	2	Parent-community career education seminar proposal
	Teachers	21	Participated in CMP Workshops for leaders
	Students		
	Middle School	45	Introduced career speakers
	High School	11	Trained as peer leaders, led groups for 88 students with 2 counselors supervising
	Parents	24	Middle School career day and High School ad hoc consultation
	Business/Industry/ Professionals	17 28	8th Grade Career Day Career workshops conferences in the High School

SUB-OBJECTIVE 3 Encourage career education communication and cooperation, regional and national

A.	Local TV and newspapers	Counselor	1	Articles and News coverage (See Appendix 4)
B.	Regional Consortium conferences	Project Director	1	CMP dissemination
C.	SED State-wide Career Ed Planning	Project Director	1	Coordination and Recommendation for New York State career education goals (1976-77)
D.	SED S.E.I.M.A.C. Computor Retrieval	Project Director	1	Data summary of CMP
E.	Professional Publications	Project Director	1	-Article, Vocational Guidance Quarterly, September 1976 -Activity report, Guidance and Counseling Models Directory, W.N.Y., S.E.D. Bureau of Guidance
F.	National Career Education Conference	Project Director	1	-Nominated to make presentation, U.S.O.E. Commissioners invitation to attend
G.	Postscript: S.E.D. Bureau of Guidance is currently completing funding authorization to reprint 1000 more sets of the '75 Version CMP			

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)				341	1	342	21		27		
SENIOR HIGH (10-12)				142		142	2		19		
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL				483	1	484	23		46		
EDUCATIONAL PERSONNEL											
TEACHERS			1	36	1	37					
COUNSELORS			5	238	7	245					
ADMINISTRATORS				34		34					
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				44	1	45					
PARENTS				24		24					
OTHER (specify)											
TOTAL			6	859	10	869					

OE FORM 467, 2/76

Topic: District Career Education Status Survey

To: District Professional Personnel

From: Phil Martin

The New York State Education Department has included East Aurora in a career education consortium during the academic year 1975-76. Provision has been made for our district to obtain a current status report of career education within our district. It is recognized that many career education activities have occurred and will continue to occur regardless of the attached survey form.

Our district has the opportunity to provide more career education experiences for our staff and pupils. The range of experiences could include inservice opportunities and additional pupil services, such as the locally developed Career Motivation Program. Your input is valuable to assess the most effective options for future use in our district.

Please read and respond to the attached career education survey.

EAST AURORA CAREER EDUCATION STATUS SURVEY

Our district is participating in a career education project sponsored by the New York State Education Department. As a result we have the opportunity to gather information for a current district-wide status report.

This survey recognizes that "career education" involves all lifetime vocational and avocational activities and commonly includes the following general objectives (U.S. Office of Education):

- career awareness
- economic awareness
- self awareness
- educational awareness
- decision-making
- beginning competency
- employability
- appreciations and attitudes concerning careers

This survey does not imply that any changes are needed; it is simply an information-gathering device.

Professional Position:

Teacher _____

Counselor _____

Administrator _____

Other _____

Part I Directions

1. Circle all the grades you are currently teaching. (If you teach ungraded classes circle the grades corresponding to the ages of your students). If you are not a teacher circle your grade level assignment.

   K 1 2 3 4 5 6 7 8 9 10 11 12

2. Circle all the subjects you are currently teaching.

Elementary Self-contained Classroom	Industrial Arts
Art	Language Arts/Reading/English
Business Education	Mathematics
Distributive Education	Music
Driver Education	Physical Education
Foreign Languages	Science
Health Education	Social Sciences
Home Economics	Special Education

Other (please specify) _____

Part II Directions

Please read each question carefully, then check your answers to each question.

3. Have you at any time participated in in-service or other training in career education?

_____ Yes

_____ No

4. If yes, how useful do you consider the in-service training you have had?

_____ Very useful

_____ Somewhat useful

_____ Not useful

5. If you have NOT PARTICIPATED in any career education training sessions please complete the LEFT column. If you have PARTICIPATED in career education training sessions please complete the RIGHT column.

NOT PARTICIPATED IN-SERVICE		PARTICIPATED IN-SERVICE
If an in-service were available I would desire		What information have you received from the in-service sessions?
_____	orientation to career education	_____
_____	information about the world of work	_____
_____	instruction objectives of the career education program in your school	_____
_____	instructional materials available in career education	_____
_____	curriculum development in career education	_____
_____	how to select instructional materials in career education	_____
_____	teaching methods in career education	_____
_____	use of media in career education	_____
_____	career guidance activities	_____
_____	your role in career education	_____
_____	role of other school staff in career education	_____
_____	no participation	
_____	no more career education information	
_____	other (please specify) _____	

6. As you understand it, which of these are part of your role in the career education program? (Check as many as apply)

_____ uncertain what my role is
_____ have no role
_____ teach existing career education units or lessons or materials
_____ teach other career education lessons you have created yourself
_____ use community speakers in classroom instruction
_____ take students on trips to job sites

_____ carry our career guidance activities
_____ develop career education instructional materials
_____ review and select from existing career education materials
_____ participate in planning career education for your school or other schools in your system
_____ assist teachers in your school or system in career education
_____ other (please specify) _____

7. What was the most important in helping you understand your role? (check one)

_____ no help was available
_____ group training sessions
_____ individual meetings with career education project staff
_____ your school principal
_____ other teachers in your school or school system
_____ books and other printed materials
_____ other (please specify) _____

Part III Directions

Please read each question carefully, then check your answer to each question.

8. How do you relate career education to the regular curriculum?

_____ teach it separately
_____ infuse or integrate it

9. About how often do you carry out career education activities with students?

_____ never
_____ twice a year
_____ four times a year
_____ once a month
_____ once a week
_____ more than once a week
_____ daily

10. During the last school year (September 1974-June 1975) how many people visited your classroom to talk about their jobs and the kind of work they do? For example, a businessman, mechanic, dietician, or lawyer.

___ None ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ More than 6

11. During the last school year (September 1974-June 1975) how many trips did your class(es) make to observe work being performed? For example, places where goods were sold, products were made, and services were provided, such as a department store, a manufacturing plant, or a bank.

___ None ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ more than 6

12. During this school year (September 1975-June 1976) how many people do you expect to visit your classroom to talk about their jobs and the kind of work they do? for example, a businessman, mechanic, dietician, or lawyer.

___ None ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ More than 6

13. If you teach at the elementary level please indicate the subject area and units, if any, in which career education activities occur.

Subject Area	Unit Title	Subject Area	Unit Title

Part IV Directions

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
"Career Education is another name for vocational education.					
Elementary school is too early for a student to start thinking about career possibilities.					
Career education will be of greater long term value to boys than to girls.					
You don't need a college degree to be a success.					
A student's choice of career can be changed by career education in school.					
Every student should graduate from high school with a salable skill he can use on a job.					
There are areas in the school program more important than career education that need our time, money, and effort.					
Students should hold several kinds of jobs before leaving high school.					
The present high school vocational education courses teach students enough about the world of work.					
If schools were career-oriented, they would be useful to more students.					
The school guidance department should carry the primary responsibility for career education.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
mentary school would be better if centered around the world of work.					
Students going on to college should not make their career plans while in high school.					
An effective program of career education would lower the school dropout rate.					
Separate courses on career education would be better than incorporating this subject into existing courses.					
Career education should be available to all students from kindergarten through grade 12.					
The quality of education would be raised by an emphasis on jobs and work.					
Career education helps students achieve the same goals as vocational ucation.					
High school students should receive credit for work experience.					
Information about job possibilities would detract from courses such as art and music.					
Career education is just another fad that will soon be forgotten.					

Part V Directions

Name two community resource contacts whom you could call upon during the year.

_____ _____

Part VI Information Background

A. Job Clusters (U.S. Office of Education)

Agri-business and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking Education
Environment
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Services
Public Services
Transportation

B. Major Objectives (commonly suggested) of Career Education (U.S. Office of Education) include:

Career Awareness
Economic Awareness
Self Awareness
Educational Awareness
Decision-Making
Beginning Competency
Employability
Appreciations and Attitudes

C. Purpose:

Gather information for a district-wide status report - no implication that career education is or should be a program of major emphasis in our district.

This information would be used to summerize and understand current career education activities in the district.

Please keep this page for your information.

Thank you.

POLICY STUDIES IN EDUCATION
62 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

EAST AURORA CAREER EDUCATION STATUS SURVEY

Tabulation Sheet

	K-5	6-8	9-12
A. Number of questionnaires returned	48	17	55
2. Subjects teaching			
Number of respondents	48	17	55
Elementary classroom	40	2	
Art	4	1	3
Business education			5
Distributive education			2
Driver education			1
Foreign languages			6
Health education	3	1	1
Home economics			2
Industrial arts			2
Language arts/reading/English	4	6	11
Mathematics	4	5	8
Music	3		4
Physical education	1	1	4
Science	4	4	2
Social sciences	3	5	7
Special education	1		
Other: Counselor			
Reading consultant			
Library-media-usage			
Skiing			
Psychology			
No answer			

ADMINISTRATORS / 12

East Aurora Career Education
Status Survey
Tab Sheet
Page 2

	K-5	6-8	9-12
3. Participation in in-service			
Number of respondents	48	17	55
Yes	(9)	5	(18)
No	39	12	37
No answer			
4. Usefulness of in-service			
Number of respondents	(9)	4	(18)
Very useful		1	7
Somewhat useful	8	3	9
Not useful	1		2
No answer	39	13	37
5a. Services desired			
Number of respondents	38	12	35
>Career education orientation	13	6	16
>World of work information	12	3	13
Career education instructional objectives	9	2	6
>Career education instructional materials	15	5	14
Curriculum development	6	4	4
Instructional materials selection	14	2	2
>Teaching methods	14	6	9
>Use of media	16	2	8
Career guidance activities	12	6	6
>Your role in career education	16	4	15
Role of other school staff	7	2	5
No participation	7	2	1
No more career education information	2		2
Other: World of work information	1		1
Limited participation at my level	1		
Integrating arts into the elementary room	1		
5b. Information received in in-service			
Number of respondents	(8)	5	(17)
>Career education orientation	5	3	7
>World of work information	4	2	10
Career education instructional objectives	1		1
>Career education instructional materials	4	2	6
Curriculum development	2	2	6
Instructional materials selection	2	1	3
>Teaching methods	3	4	6
>Use of media	5	4	5
Career guidance activities	1	2	7
>Your role in career education	3	2	8
Role of other school staff			7
Other:			
Instructional media			1
No answer to question 5	2		3

	K-5	6-8	9-12
6. Your role in career education			
Number of respondents	46	17	53
Uncertain	13	5	20
Have no role		3	4
Teach existing career education units	16	5	13
Teach original career education lessons	14	5	16
Use community speakers	28	4	24
Field trips for students	21	4	13
Career guidance activities	9	4	7
Develop career ed. instructional materials	10	2	10
Review and select materials	7	3	10
Participate in career education planning	6	4	6
Assist teachers	4	4	6
Other: C.E. for young children	1		
Class discussions about careers	1		
Films on community helpers	1		
Relate classroom to any future job		1	
Relate math to careers using math		1	
Keep many options open		1	
Bring in professional music groups for seminars with study			1
No answer	2		1
7. Help in understanding role			
Number of respondents	31	12	47
No help available	7	3	17
Group training	1	1	14
Individual meetings with project staff		1	1
Principal	3		
Other teachers	16	1	4
Books and materials	11	1	12
Other:			
Experience gained outside of school			1
Course in value clarification			1
Audio-visual materials	1		
Industry experience in science			2
World of work			1
Common sense	1		
College professors			1
Guidance counselor		3	
My philosophy of public education	1	1	1
Employment at a university placement		1	
Personality development	1		
No answer	17	5	8

East Aurora Career Education
Status Survey
Tab Sheet
Page 4

	K-5	6-8	9-12
8. Relation of career education to curriculum			
Number of respondents	45	14	52
Teach separately	2	2	3
Infuse it	43	12	49
No answer	3	3	3
9. Career education activities frequency in class			
Number of respondents	34	14	45
Never	4	4	7
Twice a year	7	1	8
Four times a year	2	2	4
Once a month	9	4	10
Once a week	7		3
More than once a week	4		4
Daily	1	3	9
No answer	14	3	10
10. Last year's visitors to room			
Number of respondents	44	17	54
None	15	10	31
1	8	3	6
2	11	1	5
3	3	2	3
4	2		4
5			
6			2
More than 6	5	1	4
Other:			
No answer	4		1
11. Last year's field trips			
Number of respondents	44	17	54
None	18	9	41
1	15	2	4
2	4	1	3
3	2	1	4
4	3	1	
5		2	1
6			
More than 6	2	1	1
No answer	4		1
12. This year's visitors			
Number of respondents	37	14	54
None	11	8	33
1	5	1	5
2	2		10
3	5	2	2
4	4		3
5	1	1	2
6	1		2
More than 6	8	2	6
Other: Career conferences			
No answer	4	3	1

East Aurora Career Education
Status Survey
Tab Sheet
Page 5

ELEMENTARY ONLY

	K-5	6-8	9-12
13. Career education activities occurring			
Number of respondents	29	2	
Number of different subjects cited			
1	11	1	
2	10		
3	3	1	
4	3		
5	1		
6			
More than 6	1		
Number of different unit titles			
1	10	1	
2	2		
3	1		
4	2		
5	2		
6	1		
More than 6	1		
No answer	19	15	55

	Strongly Agree			Agree			No Opinion			Disagree			Strongly Disagree			No Answer		
	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12
Career Education is another name for vocational education.	5	1	2	14	4	13	8	1	9	15	6	22	4	4	9	2	1	0
Elementary school is too early for a student to start thinking about career possibilities.	2	0	7	5	1	8	1	1	4	26	10	28	12	2	8	0	3	0
Career education will be of greater long term value to boys than to girls.	0	1	1	1	0	2	1	1	3	25	8	25	21	7	24	0	0	0
You don't need a college degree to be a success.	18	10	25	23	7	26	0	0	0	1	0	2	0	0	1	1	0	1
student's choice of career can be changed by career education in school.	7	1	13	30	14	29	10	1	8	1	0	3	0	0	2	0	1	0
Every student should graduate from high school with a salable skill he can use on a job.	14	0	7	14	4	16	6	2	6	12	9	22	1	2	3	1	0	1
There are areas in the school program more important than career education that need our time, money, and effort.	4	4	6	11	5	25	5	3	11	24	5	12	0	0	1	4	0	0
Students should hold several kinds of jobs before leaving high school.	5	1	4	19	8	17	14	3	17	9	2	16	0	0	0	1	3	1
The present high school vocational education courses teach students enough about the world of work.	0	0	0	1	0	0	19	4	18	22	16	33	1	2	4	0	0	0
If schools were career-oriented, they would be useful to more students.	6	6	3	29	2	29	6	5	15	5	1	8	0	3	0	2	0	0
The school guidance department should carry the primary responsibility for career education.	3	2	3	11	5	25	7	0	8	26	6	16	1	2	3	0	2	0

Last Parent Tab Sheet Page 7

K-5 = 48 6-8 = 17 9-12 = 55

	Strongly Agree			Agree			No Opinion			Disagree			Strongly Disagree			No Answer		
	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12
Elementary school would be better if centered around the "world of work."	1	0	2	11	2	5	9	7	16	21	7	29	6	1	3	0	0	0
Students going on to college should not make their career plans while in high school.	1	1	3	3	3	6	7	1	7	29	8	34	6	2	2	2	2	1
An effective program of career education would lower the school dropout rate.	9	3	5	29	9	32	11	4	10	2	1	8	1	0	0	1	0	0
Separate courses on career education would be better than incorporating this subject into existing courses.	1	0	0	5	5	11	12	2	13	29	10	27	5	0	4	0	0	0
Career education should be available to all students from kindergarten through grade 12.	6	2	5	29	6	29	10	5	8	5	9	12	1	0	1	1	0	0
The quality of education would be raised by an emphasis on "jobs and work."	2	0	4	11	3	12	20	6	3	12	5	29	2	1	3	1	2	0
Career Education helps students achieve the same goals as vocational education.	1	0	2	11	3	10	17	4	16	16	6	29	3	3	2	0	1	0
High school students should receive credit for work experience.	3	1	7	29	11	34	15	1	11	4	4	7	1	0	2	0	1	0
Information about job possibilities would detract from courses such as art and music.	2	0	1	2	1	2	4	2	7	34	10	39	6	3	8	0	1	0
Career education is just another fad that will soon be forgotten.	1	2	3	0	1	3	14	5	15	29	7	29	3	2	12	1	0	0

	K-5	6-8	9-12
Contacts - No. of respondents	32	13	32
1 person listed	3	2	1
2 people listed	27	11	26
More than 2 people	2	0	3
No answer	11 218	4	25

GUIDELINES FOR CAREER EDUCATION DISCUSSION

The U. S. Office of Education has suggested eight major objectives for career education. These objectives identify "work" as any meaningful/purposeful activity carried out for the benefit of the individual or others. This career education view encompasses a lifetime, whether vocational or avocational, both paid and unpaid, requiring formal and informal education. Vocational and occupational programs thus become a major part of career education but all life-related courses are also included.

The E. A. district-wide career education survey contains data that supports the general understanding that many career education activities have been provided and are currently being provided K-12. Specific areas of the survey are unclear because of wording and apparently conflicting responses. Further on-site reports should clarify the present survey.

A review of the eight U.S. O.E. career objectives suggests that some of the objectives have more immediate significance at certain levels, i.e. elementary, middle and secondary. Some objectives are closely related to early development of the child with other objectives becoming more prominent at later stages. It is not an either-or situation but rather a shift of emphasis through the developing years preceding adulthood.

Elementary curriculums have components that focus upon self-awareness, beginning competencies in work-study skills, career awareness and thus appreciations and attitudes favorable to career education. (Please suggest examples:)

Middle years continue these patterns but new emphasis is often focused upon subjects involving economic awareness, educational awareness and decision making. Part-time odd jobs begin to acquaint many pupils with the meaning of employability. Self-awareness also begins to take on a whole new meaning that extends into the secondary level. (Please suggest examples:)

High school years touch upon all eight objectives with a special emphasis upon decision making, educational awareness, beginning competency and employability. (Please suggest examples:)

CMP emphasizes the processes of developing self-awareness, career awareness and decision making.

The Ohio vocational studies suggest some specific objectives within the eight larger objectives. All these specific objectives can be expressed with learning activities K-12.

Career Day Held at Local Schools

Are middle school to junior high school age kids interested in their future careers beyond the "doctor, lawyer, fireman, Chief" stage?

It seems they are. At both the East Aurora and Iroquois Middle Schools, students recently had an opportunity to hear about a variety of jobs they might undertake four to twelve years or more from now.

East Aurora Middle School Guidance Counselor Janet Dalia said that the East Aurora students began the "exploratory" stage of career choices in their studies classes. The youngsters participated in self-evaluations of interests and ability through a process adapted from a high school career counseling program developed by the East Aurora district.

Students were asked to list their career interests, and with volunteer help, the requests of the eighth graders were tabulated and the 15 top choices were determined.

The volunteer group then found and invited speakers, many from the community.

The speakers and their career area were: Dr. Donald Hayes, dentist; Dr. Mary Clemens, Buffalo Medical Group, physician; Mrs. Virginia Hens, Mr. Craig Thrasher, nurse/paramedic; Dr. Kerry Washburn, veterinarian; Mr. Norman Warner, journalism; Mrs. Barbara Shanks, cosmetologist; Mr. Tony DiFilippo, lawyer; Mr. Allen Miller, policeman; Mr. Douglas Light, pilot; Mr. Jim Mitchell, WBEN, TV broadcasting; Mr. Rusty Martin, professional athlete; Mr. Daniel Cisleal, photography; Mr. Alvin T. Fontanese, architect; Mr. David Moore, computer operator and Mr. Ronald Seger, auto mechanics.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSISTANT COMMISSIONER
FOR INSTRUCTIONAL SERVICES
(GENERAL EDUCATION)

January 7, 1976

TO: Career Education Coordinators and Coordinators of Other Federally Funded Projects

FROM: Vivienne Anderson

SUBJECT: Moving Forward in Career Education

Recently, members of our staff and members of the Career Education Subcommittee of the New York State Advisory Council on Vocational Education met with Ms. Grace Watson, Education Program Specialist, the Washington Office of Career Education Programs, in the office of Ms. Annie Martin, Assistant Commissioner, the New York State Department of Labor and Chairperson of the Vocational Advisory Council. This was a most positive meeting in which we jointly explored ways of moving forward in our career education effort. Ms. Watson has offered her full support and assistance to us, both in our current planning and in our thinking about the forthcoming federal proposals in career education.

We have reached a good point at which to take a look at our efforts and decide the best next steps to move our programs toward the infusion of career education into the K-12 program. We already have many significant pieces of this total picture in place. Now let us rally to the cause of discovering precisely where we are, where we want to go and what the natural gaps are that must be filled.

We have recommended that career education be a priority in the forthcoming Title IV-C funding. If this recommendation is accepted oy the State Advisory Committee -- and we hope, with confidence, that it will be -- the school districts throughout the state will be ready and interested in making proposals to replicate the kinds of models that you are now developing with the State Education Department. Our own staff is now ready to undertake a major staff development and study program, and the evaluation effort in career education is making significant inroads.

At this meeting, it is our hope that we shall work together in brainstorming the necessary components of an ideal model of a comprehensive program in career education. I wish I could have been with you today, but this was impossible because of an assignment that I could not avoid. Thus, I wanted to communicate with you briefly through this memorandum. I want to express appreciation to every one of you for the effort and commitment that you are expending in behalf of career education. Let us do all that we can to refine our models and make them exemplary.

Viv

VA:dd

To: Career Education Project Director
From: Kathryn E. Sims

REPORT OF CMP AS USED IN THE HIGH SCHOOL, 1975-76

Previous CMP Workshops

Previous to this year I have introduced CMP to Juniors early in the second semester via a large group session. It was part of a general orientation for the process of making post high school plans. After the brief explanation students signed up, either forming their own groups or giving me single names and I put the groups together. (The latter seemed preferable.) With 7 to 9 students in a group I would lead about one workshop per week and we would finish the process in the one-day session. I would request an individual follow-up session with each participant within a few days of their workshop. This allowed both of us a debriefing and me an opportunity to borrow their summary charts for writing descriptions (recommendations) later. Russ Giunta and I reached a combined total of 125 students in 1974-75.

CMP '75-76

Introduction

Two changes occured this year which unknowingly precipitated the new method we (Russ and I) used to offer our Juniors CMP. We decided to see our Juniors in small groups for their orientation sessions and as a result we experienced a much higher percentage of those expressing desire to participate in a CMP workshop.

The second change was a decision to train and use as co-leaders Seniors who had participated in CMP last year. These were students who we thought would have the interest and human relations skills to benefit from training and participation as leaders. We had originally anticipated using them as co-leaders with us in groups of 7 to 9 students and sharing the leadership responsibilities with them. Eleven students were selected and trained as follows.

Senior Peer Leader Training

We started our training sessions for the Senior co-leaders by explaining our objectives:

1. To provide a group leadership opportunity for Seniors needing a challenge of service.

2. To determine the advantages and possible disadvantages of using peer leaders in a career education project.

3. To relieve Russ and me of some of the routine that seems to be a part of leading CMP workshops. (We were purposefully honest with these students throughout the whole operation. I think it payed off on numerous occasions.)

The training sessions were held every other day during a period which was mutually convenient for all of us. The students were amazingly conscientious and attendance and involvement were never a problem. It is important, I think, to note that this was free time for all of the students and they earned no school credit for their efforts.

Senior Peer Leader Training (continued)

We spent the first 2 to 3 sessions discussing some theory of group work and the basic approach used in CMP. Some of the topics discussed were:

Accepting vs. confrontation sharing
Listening skills - including different types of responses
Re-entry - samples and reasons why necessary
Accepting late participants

The next 5 or 6 sessions were used to talk through the process. This precipitated good questions and allowed us to try some role playing (letting them actually give directions and hear the sound of their own voices in this capacity).

The last 2 to 3 sessions were used to discuss their concerns and how we wanted to organize the workshops.

New Organization Needed

By this time we had finished our orientation sessions and realized the rather high number of Juniors who had expressed an interest in CMP. It became obvious that a change in organization was necessary in order to accommodate the numbers.

I came up with about three different alternatives and decided to include the Senior co-leaders in the final decision. This turned out to be a terrific idea because they came up with a combination method that worked extremely well. We decided that we could have 3 groups of 4 or 5 Juniors with a co-leader in each group and a counselor giving a "stand-up leadership" to all the groups.

The Seniors decided for their first workshop they would feel more comfortable if two of them were in each group. This also worked out well and each of them was ready to work alone the second time around.

Russ and I both found that each successive workshop found us having less involvement with the actual leadership. The co-leaders became increasingly willing and able to handle the process on their own and we felt less and less a need to keep the groups together. This allowed us more flexibility to move among the groups and participate more in the process.

Evaluation of Workshops

Student Participants - Juniors

The evaluation response of the Juniors ranged from the positive side of neutral to real enthusiasm. The reactions merely reinforced what we know about career development and personal development; people mature at different rates and therefore respond to CMP or any other educational process, based the degree of their personal development at that time. Most of the Junior participants described the day as most enjoyable and, although tiring, the day went very fast and was most interesting. These comments were similar to those received in past years.

In response to having Senior co-leaders the Juniors were positive and often impressed with the skill and self-confidence the co-leader exhibited. One participant, who was very enthused about CMP and who was also very articulate in his evaluation, mentioned that his group had somewhat different flavor when I was participating with them. It seemed somewhat more serious. Several people mentioned they liked having the counselor feedback particularly in the Strength's Chart.

Evaluation of Workshops (continued)

Student Peer Leaders - Seniors

The Seniors themselves felt they got a great deal out of their involvement with CMP, particularly the training sessions and the debriefing sessions after each workshop. They saw their own growth and confidence and seemed pleased with our (Russ and I) increasing confidence in their ability to handle more responsibilities. We all recognized similar advantages (mentioned earlier), but a few of the co-leaders expressed some concern that the Juniors were missing out on having the very personal contact with their counselor, one of the big advantages of the old method.

Counselor View

The pay-off for me is that CMP provides me with an extremely thorough evaluation of where each individual is developmentally. It further gives the student and me a mutual vocabulary and basis from which to proceed.

I felt having the Senior co-leaders had some definite pay-offs. Their modeling of highlite experiences was easier for the participants to relate to and was, therefore, very effective in encouraging the initial sharing. A similar effect occurred in other activities. A barrier based on feelings of inadequacies can sometimes occur when a counselor leads the more personal activities; participants may feel their experiences or reactions are less impressive or sophisticated than a counselor who has more education and expertise. Use of the co-leaders negated this entirely. Whenever Russ or I joined the groups we never took the leadership away from the Senior.

The other significant pay-off of using the Seniors in this way was the newness and elimination of the routine that had become a problem to both Russ and me. During the "paper and pencil" sections we could easily leave the co-leaders to carry on by themselves, freeing us up to do daily or crisis tasks if necessary.

Meaningful Activity Regenerates

The Seniors felt useful and respected by us and it came at a good time in their lives; their enthusiasm for school was really waning and this was a very different role for them to be in. They responded to the responsibilities extremely well and were mature and open about their concerns and misgivings. Our confidence in them increased daily and we were continually amazed with their faithfulness and ability to handle the job.

Working with and training the co-leaders was rewarding for Russ and me also. It gave us renewed enthusiasm and allowed us to see these eleven Seniors in a different way again. We also had to rethink and reevaluate numerous aspects of giving CMP workshops as we trained these Seniors.

Our overall reaction was extremely positive. There were some disadvantages but, as we looked back, it would have been impossible to accommodate all the Juniors in that time left in the year with the old style presentation.

Parent-Community Seminar Proposal

This new method of presenting CMP also triggered a couple of new spin-off ideas. There seems to be an increasing awareness of the need for more positive involvement

with the community. Perhaps we could consider the following ideas:

1. Workshops with parents doing parts of, or all of, CMP for:

   -public relations

   -information in hopes of encouraging continuity of approach at home and school

   -encourage constructive parental involvement with career education

2. Using Senior co-leaders to help with parent workshops

3. Parent workshops on communication skills

July, 1976

Evaluation Report

East Aurora U.F.S.D.

EAST AURORA

The village of East Aurora, located about 12 miles south of Buffalo, is situated in a rural-suburban area and has a population of approximately 20,000. Almost 2,000 students attend the public middle and high schools.

In the past, the East Aurora Career Motivation Program has obtained financial support from the New York State Bureau of Guidance and the United States Office of Education, Elementary and Secondary Education Act, Title III funds (Guidance Counseling and Testing). The New York State Consortium for Career Education provided $10,430 this year for dissemination of the Project's career education curriculum product throughout the Consortium and the state.

PSE staff met with the Project Director in Buffalo during the second week of August to discuss objectives for the coming year and to receive an orientation to the Project's curriculum product, the Career Motivation Process (CMP). CMP is a series of group activities which are designed to increase students' self-awareness and career awareness by helping them identify their personal strengths, values, interests, and abilities. Although CMP was designed for use primarily by guidance counselors, many teachers and other professional school personnel have been introduced to it in this past year and have found that it is adaptable to classroom situations, too. It should be noted that East Aurora was chosen for membership in the Consortium because of CMP and its value to other career education projects throughout the state.

As a result of this August meeting, three Project objectives were set (one for students and two for teachers), and the evaluation of all three objectives has been completed. The discussion of the three objectives, the Project Director's program plan for accomplishing them, and PSE's matching evaluation plan to assess Project accomplishments follow.

EAST AURORA

STUDENT OBJECTIVE

OBJECTIVE

200 middle and secondary school students will complete all 9 units of the Career Motivation Process (CMP).

PROGRAM PLAN

Target Population. Volunteer 7th through 12th graders in the district

Activity. Participate in CMP in small group sessions under the leadership of a guidance counselor

Timeline. September '75-June '76.

EVALUATION PLAN

Data and Data Source. Students' names, dates CMP used, length of time to complete CMP (reported by guidance counselors)

Sample Size. 6 guidance counselors

Instrument. Lists of CMP use data

Time(s) of Administration. October-May

EAST AURORA STUDENT OBJECTIVE

Because CMP had already been evaluated and tested by its creators to the satisfaction of the Project Director, PSE did not evaluate this curriculum product further. In fact, CMP was published commercially this year. Therefore, the objective was stated so that we could measure the degree of implementation of the already highly successful product.

CMP was used throughout the school year by the guidance counselors in the East Aurora Middle School with the eight graders and by the guidance counselors in the East Aurora High School predominantly with juniors and also with a handful of sophomores. In addition, senior peer leaders were used in the small group sessions to facilitate the guidance counselor's job and to provide valuable leadership for the underclassmen/women.

To assist the six guidance counselors in the two schools in selecting and recording important data on their use of CMP with students, PSE designed a record sheet which required the guidance counselor to note the names or number of students who participated in CMP, the dates each of the nine CMP units was covered, the number of school hours spent on each of the units, and the instructional setting (large group, small group, or individual). A copy of the "Student Participation in Career Motivation Process" record sheet is included in the Appendix of this report. These forms were distributed to the guidance counselors in notebooks for their convenience and were used during the school year to gather these important data.

Findings

Only one of the two middle school guidance counselors returned the notebook of completed record sheets, and only two of the four high school guidance counselors returned completed forms. At the high school level,

we found that 104 students (a handful of sophomores and the rest juniors) went through the CMP activities this school year. In addition, approximately 25 seniors were used at different times as peer leaders; since the peer leaders had all gone through CMP previously, the interest of so many students in continuing to work with the program is favorable evidence for its positive influence on students.

Both high school guidance counselors conducted the CMP activities in small groups with individual meetings designed for follow-up personal discussions; sometimes, when several small groups were being taken through CMP at once, the groups were combined at the end for summary discussions. These students completed CMP in approximately five or six hours during one school day. This instructional intensity is appropriate both for the nature of the program itself and for the age and maturity level of high school students.

The one responding middle school counselor provided data on approximately 112 eighth grade students who participated in CMP. Again, the instructional method used was small groups, but for these younger students, the five-six-hour set of activities was broken up into two sessions on two different school days. Because of the younger age and comparative restlessness of typical eighth graders, it seems appropriate that their participation in CMP be more spread out than that of the high school students.

Therefore, a total of approximately 216 middle and high school students completed the nine units of CMP, and thus the Project's student objective was met. It is important to note that these data were obtained from only three of the six guidance counselors and, therefore, an even greater number of students may have been exposed to this career education product during the 1975-76 school year. PSE feels that the number of students involved

was a significant portion of the East Aurora student body at these grade levels, and we are especially pleased with the interest of the seniors who participated as peer leaders.

In special evaluations by the peer leaders of CMP (as provided by one of the high school guidance counselors), most of these seniors rated most of the nine CMP units as very useful to them personally. In addition, when asked to give the CMP session an overall rating between 1 and 9 (with 9 being the highest grade), the average grading was approximately an 8. These results give hard evidence as to the value which these senior peer leaders placed on their experiences with CMP.

EAST AURORA

TEACHER OBJECTIVE

OBJECTIVE

An average of 25 teachers and guidance counselors from districts of the 6 other New York State Consortium for Career Education Projects will attend each of 4 CMP orientation workshops.

PROGRAM PLAN

Target Population. Volunteer guidance counselors and teachers from the districts of the 6 other Projects of the New York State Consortium for Career Education

Activity. Accept an invitation to a workshop organized by the East Aurora Project Director and run by a coordinator and 1 to 2 leaders he selects

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Attendance figures reported by Project Director

Sample Size. Attendance figures from all workshops

Instrument. Attendance form

Time(s) of Administration. Following conduct of workshops

EAST AURORA

TEACHER OBJECTIVE

OBJECTIVE

An average of 25 guidance-oriented persons from professional guidance associations will attend each of 3 or 4 CMP orientation workshops.

PROGRAM PLAN

Target Population. Members of the New York State Personnel and Guidance Association and the New York State School Counselors Association

Activity. Accept an invitation to a workshop organized by the East Aurora Project Director and run by a coordinator and 1 or 2 leaders he selects (workshops to be held at state and regional meetings)

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Attendance figures reported by Project Director

Sample Size. Attendance figures from all workshops

Instrument. Attendance form

Time(s) of Administration. Following conduct of workshops

EAST AURORA TEACHER OBJECTIVES

The two other objectives set by the East Aurora Project Director concerned the professional school personnel--both teachers and guidance counselors--within and outside of the New York Consortium for Career Education. In order to disseminate CMP around New York State and to give proper training to guidance counselors and teachers in the use of CMP with students, the Project Director set up nine workshops during the 1975-76 school year.

Findings

Workshops were held for staff members of four of the New York State Consortium Projects--one for the Rural Districts Project (October 22 and 23, 1975), one for the Allegany County BOCES Project (November 19, 1975), and a combined workshop for the Erie County BOCES #1 and the Orleans-Niagara BOCES (December 4 and 5, 1975). Twelve guidance counselors and teachers attended the October workshop, 23 guidance counselors and Project staff members attended the November workshop, and an average of 25 guidance counselors and Project staff members attended the December two-day workshop (23 the first day and 26 the second day). Although the average attendance for these Consortium workshops did fall slightly below the set objective of an average of 25 per workshop, PSE feels that the opportunity for learning about CMP was extended to four of the other six Consortium Projects and that many interested professionals were given a most valuable experience. In fact, one guidance counselor in the Rural Districts Project has decided to use CMP in training students to work in a career education resource center in one of the high schools. This kind of testimony as to the value of the material and the workshops is impressive.

Attendance at the six other workshops for non-Consortium members was very good. Attendance figures were as follows: 44 at a November 19 work-

shop for the Long Island Counselors and Admissions Counselors Association; 16 at a January 23 workshop for a Genesee Valley guidance association; 35 at a February 3 workshop in the Sewanhaka High School District; 7 at a March 20 workshop for the Grand Island Central Schools; 44 at an April 2 workshop for the Suffolk County BOCES; and 14 at an April 28 workshop for a New York City Career Education Project. The average attendance at these workshops was 27 guidance counselors and teachers, thus meeting and surpassing the objective of an average of 25 per workshop.

Twice, PSE staff had the privilege of attending these CMP workshops--one on Long Island and the other in New York City. Both were presented in a very professional and stimulating manner and were well received by the entire audience. One was conducted by the Project Director himself and the other was led by CMP co-author William J. McCurdy and Kathryn E. Sims, an East Aurora High School guidance counselor; all three workshop coordinators were extremely knowledgeable about their materials and about career education, in general, and were able to build a good working relationship with the participants quickly. In the workshops, the counselors and teachers are asked to go through CMP just as the students do when they participate in the program. The strategy is an excellent one and is especially rewarding to the participants because they are able to learn something about themselves through the CMP material. A sample comment from one of the workshop participants at the Suffolk County BOCES workshop was: "Realistic, down-to-earth, practical. Creative, innovative, well-organized, thorough. Well worth the day!!"

The attendance form which PSE designed to be used at these orientation workshops in order to keep track of the different guidance counselors, teachers, and Project staff members who participated may be found in the Appendix of

this report. Thus, PSE and the East Aurora Project can have a record of those who have been introduced to CMP this year.

OTHER EVALUATION ACTIVITIES

The Project Director also administered an East Aurora Career Education Status Survey to 137 professional staff members in the school district. PSE had developed the original survey instrument which was modified by the Project Director before its use in East Aurora. The completed questionnaires were sent to PSE where they were tabulated, and the results of this survey were sent to the Project Director for guidance in conducting the Project in the coming year.

Findings

Although PSE did not undertake the role of analyzing the tabulated results for the Project, we can make a few general conclusions about the results:

- only 43 of the 137 respondents had participated in any career education in-service workshop;
- when asked what services they would like to receive from the career education staff, their priorities were orientation to career education, career education instructional materials, and explanation of their role in career education;
- 43 of the 137 respondents were still uncertain as to their role in career education;
- 120 of the 137 respondents did understand that career education should be infused into the curriculum rather than taught as a separate subject;
- only 15 of the 137 respondents used career education activities in their classroom instruction daily;
- 81 of the 137 respondents agreed that if schools were career oriented, they would be useful to more students;
- 83 of the 137 respondents agreed that career education should be available to all students from kindergarten through grade 12;
- and 91 of the 137 respondents agreed that career education is not just another fad that will soon be forgotten.

In general, it seems that positive attitudes toward career education do exist in East Aurora and provide a basis for building a solid career education program in the schools. However, it is also obvious that the professional staff members need further assistance in fully understanding career education and in implementing it at the classroom level.

Perhaps the most important result of administering this questionnaire is the impact the findings had on some district administrators. In fact, this summer a career education district program will be drafted and proposed to administrators in the fall. Thus, career education in East Aurora is moving from a focus on one guidance package (CMP) to a more inclusive, broader program. The district administration was also influenced by at least two other special career education activities--a career day organized and conducted by parents of middle school children and a high school program which brought in business and industry representatives to discuss several different topics. This community support is indeed valuable for all career education programs.

The tabulated results of the survey and the survey instrument itself may be found in the Appendix of this report.